

**STATUS AND CHALLENGES OF LEADING CONTINUOUS  
PROFESSIONAL DEVELOPMENT IN GOVERNMENT SECONDARY  
SCHOOL OF HARARI REGIONAL STATE**

**M.A THESIS**

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## APPROVAL SHEET

### POSTGRADUATED DIRECTORATE PROGRAM

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## **DEDICATION**

This work is dedicated to my beloved wife Aziza Shafi, to my beloved sisters and brothers for nurturing me with affection and love and for their dedicated partnership in the success of my life.

## **STATEMENT OF THE AUTHOR**

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

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## **BIOGRAPHICAL SKETCH**

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## ACRONYMS AND ABBREVIATIONS

AREB	Amhara Regional Education Bureau
CPD	Continuous Professional Development
EMIS	Educational Management Information System
ESDP	Education Sector Development Program
ETP	Education and Training Policy
HRS	Harari Regional State
MoE	Ministry of Education
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia

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## ABSTRACT

*The purpose of this study was to assess the status and challenges of leading Continuous Professional Development program in secondary schools of Harari regional state. Participant of the study were 39 teachers, 4 Continuous Professional Development coordinators, 4 principals and 4 supervisors. Participant teachers were selected by lottery method and the rest respondents were taken on availability sampling techniques. The data were collected by using questionnaire, observation for document review and Focal Group Discussion. The qualitative data analysis method were employed. For this study the finding revealed that majority of the coordinators and teachers have positive attitude towards Continuous Professional Development program. As result, all of the teachers involved in the program because of linkage it has with career structure. In addition, the major of the respondents believed and agreed on the skill, experience and capacities that were necessary for Continuous Professional Development leaders to lead the program effectively. In this regard, the major problems the study confirmed were; high turnover of Continuous Professional Development facilitators, failure to synchronies with careers structure, lack of awareness, lack of skill or experience to lead the program, absence of systematic collaboration, individual difference, incompatibility of interest, cultural factors, capacity factors which related with: lack of finance, time and work overload. So, based on the result of finding the researcher recommended the following issues. The ministry of education should set clear policy which links the program with career structures development. The stakeholders should jointly work together. The program should be supported by coaching or mentoring from concerned body. The concerned bodies should facilitate for long and short term training of leaders. The government should seriously look into issues of low salaries for teachers will be taken purposely it is impossible to provide expected change from the program.*

**Keywords:** *Continuous Professional Development, Leading, Challenge, Status.*

## **1. INTRODUCTION**

This chapter provides the background of the study, the statement of the problem, basic research questions, objectives of the study, significance of the study, delimitations of the study, operational definition of terms.

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

The Ministry of Education has given due concern for Continuous Professional Development (CPD) believing that it is the right of teachers as well as of a great value for national development (Barrow et al., 2006). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level continuous professional development program should include school principal, vice principal and teachers.

As education is the key instrument to resolve economic, political, social and cultural problems of a society, there is always a direct interdependence between sustainable development and education (AREB, 2009). In this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education (TGE, 1994). Quality education by itself largely depends on the magnitude of Continuous Professional Development (CPD) in improving learner's achievement. Furthermore, teacher's professional development is a key driver of excellence in any school to contribute to not only teacher and school improvement but also the overall improvement of education system (USAID, 2006).

In support of this, the Education and Training Policy of Ethiopia (ETP) has also set high standards for teachers and described a new approach to education, formulated by the Transitional Government of Ethiopia (TGE, 1994). At the heart of this new approach is the emphasis given to upgrading and updating teachers through pre-service and in-service trainings so as to promote active learning, problem solving and student centered teaching and learning.

According to the Ministry of Education (MoE, 2004), priority has been given to the need and the right of all teachers to high quality and relevant CPD opportunities throughout their jobs. Teachers

are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they live and the country at large.

Moreover, the Ministry of Education (MoE, 2005) underlines that quality teacher is essential for quality education since it is in the classroom that learning takes place. Without competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Consequently, it is further stated that teacher competency is significant for that competent teacher is the crucial element for quality education and teacher professional development including CPD is the ground for quality teacher (MOE, 2006).

Continuous Professional Development (CPD) is a lifelong education in which teachers not only learn themselves but also teach each other to update and add value their profession. The crucial goal of CPD is to enable the students to get quality education. This motto requires the involvement and active participation of teachers in the CPD. The effective participation of teachers in the program is expressed and observed by the reflected and presented changes of the teacher in teaching learning and professional ethics. These teachers' competences enable them to benefit from acceptable, attractive and realistic career structure. Thus, teachers are licensed to continue in the profession on the basis of their professional competence (AREB, 2009).

In addition, according to the national strategy of the Ministry of Education (MOE, 2009), CPD program is planned for all school teachers, leaders and supervisors in all Regional states of Ethiopia to participate in high quality and appropriate CPD which positively impacts classroom practices to ensure improved learning. By and large, it allows all teachers to improve their knowledge, skill and attitudes in order that they become more effective classroom practitioners and contribute meaningfully to community development. The grand motivation of teachers' development program is also proclaimed in the Blue Print of the Ministry of Education issued in 2006/7.

Accordingly, the Ethiopian education system aims at the production of quality teachers who can encourage active learning in order to contribute for high pupil achievement that ultimately contribute to achieve quality education (MOE, 2007).

The purpose of this study is to examine the status and challenges that exist in the HRS education system, especially those aspects that may become potential barriers to the principal, supervisor and

teachers' professional development and provide the necessary considerations to create an effective professional learning.

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

It is clear that change is predictable and inevitable. Teaching is also a forceful profession with ever changing and emerging knowledge. In order to manage up with the ever changing environment, the need for gradually improving and updating teachers' professional skill and knowledge in response to rising technology is unquestionable (Hayes, 1999). Moreover, every education policy places teachers' quality at the very center of learning and as a key determinant of variation in a student achievement. Quality teacher development, however, does not occur by accident. It requires systematic and continuous implementation of teachers' professional enhancement (Fraser, 2005).

Teachers are expected to continuously develop and improve their skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. This indicates that in rapidly changing world being certified in pre-service training is not the only agreement to become a well informed and effective teacher. Thus, teachers must continuously teach themselves like they are teaching their students. The government pays attention to CPD to improve the teaching-learning system as a national policy. Yet, this is not sufficient in to achieve the desired goal unless it is practiced at school level. Consequently, investing money and resources to run this program is wastage for any country if it does not bring a change on the achievement of student learning (MoE,2005).

The government of Ethiopia has embarked on the implementation of CPD activities to upgrade and update teachers' knowledge, skills, and values to improve the poor education quality problems. To do so, a program of teachers' Continuous Professional Development (CPD) is designed to be practiced at school with the trust that teachers will hold the concepts of lifelong learning for their own benefit and for the benefit of the students they teach and the communities in which they live at large (MoE, 2005).

In this, the MoE has reported CPD program as a new reform of reaction that intended to solve the problems of education quality by updating teachers. Accordingly, it has been reported that ultimate objective of CPD is to improve the teaching learning process in Ethiopian schools.

However, it is not known whether the intended objective of CPD are attained or not. (Tussisa, 2006) and Gizaw (2006) cited in Alemayehu (2011) stated that there is uncertainty whether the CPD program is actually practiced at school levels like other responsibilities of schools and teachers.

On the other hand, from the researcher's past experience of being teacher, secondary school principal, education team leader, and Teachers' development expert at different Woredas, I have got a good opportunity to visit both Primary and Secondary schools which embrace teachers that are under CPD program, teachers had varying activities and assumptions about CPD program. Some of them view it as an additional work, while others had positive feeling. Some teachers know CPD policy goals while others do not. Some teachers were putting it into practice as it is expected while others do not. This implies that there might be a gap between what has been planned and what is going on in actuality the CPD practice program. Thus, it could be possible to say that it was not uniformly and smoothly practiced at the school level.

In Metekel zone Yitayew assessed the practices and challenges of continuous professional development in primary school. However, this research will be conducted in 2022E.C in secondary schools of HRS to examine the status and challenges of leading continuous professional development program. Therefore, this study is different from the studies of Yitayew, because the level the researcher conducted of the school, the year of the research conducted and the area of study conducted make the research different.

The gap between what has been planned and what is going on in actuality the CPD practice the researcher to think of conducting this study. Hence, this study is designed to assess the status and challenges of leading CPD in government secondary schools in HRS which was guided by the following basic research questions.

### **1.3. Basic Research Questions**

This study was expected to address the following basic research questions

1. What is the perception of school leaders towards CPD program in secondary schools of Harari Regional State?
2. How effectively is CPD being led by the school leaders in secondary school Harari Regional State?

3. What is the capacity of leaders to lead continuous professional development program in secondary school Harari regional state?
4. What are the major challenges of leading CPD program in secondary schools of Harari regional state?

## **1.4. Objectives of the Study**

### **1.4.1. General objective**

The overall objective of this study was to assess the major Status and Challenges in Leading Continuous Professional Development in Secondary School of Harari Regional State.

### **1.4.2. Specific objectives**

The Specific objectives of this study were to:

- ❖ Identify how perception of school leaders towards CPD program in secondary schools of Harari regional state
- ❖ Examine how effectively CPD was led by the school leaders in secondary school Harari regional state.
- ❖ Identify the of capacity of leaders to lead continuous professional development program in secondary school Harari regional state
- ❖ Assess the major challenges faced in leading CPD program in secondary schools of Harari regional state.

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

Examining the status and challenges of leading CPD program was necessary for secondary schools of HRS. Analyzing the existing conditions is important to determine major discrepancies that affect the Implementation of school improvement program and also help to provide appropriate solution to form actual practice. Therefore, the researcher believes that this study provide important information to the national and local policy makers and program originators so that they was further revise and develop appropriate programs. The finding might provide important information for supervisor, principals, teacher and woreda education experts on how CPD program; activities are implemented in secondary schools. It helps schools improvement committee and principals to point out the strengths and weakness observed in implementing CPD

program and to take corrective action. Provide some insight that could trigger other researcher to extend the study into a wider scope to make similar studies at other level.

### 1.6. Delimitations of the Study

The scope of this study is delimited to government secondary schools in HRS. The study is delimited to the status and challenges in leading continuous professional development in secondary school of Harari regional state in four selected secondary schools out of ten secondary schools in HRS. School principals, teachers, supervisor, and school CPD coordinator teachers were respondents of the study due to the aforementioned reasons, manageability of the study and fair representation of the entire population. Moreover, the design of this study is descriptive survey method. Instruments of data collection in this study were survey questionnaire for group teacher and school CPD coordinators teachers. FGD for principals and supervisor and document review. Stratified random sampling and availability sampling techniques were employed in this study. Finally, both qualitative and quantitative methods of data analysis were employed. Status and challenges in leading continuous professional development in secondary school of Harari regional state is also consider as focus areas of the study.

### 1.7. Definitions of Key Terms

For the purpose of this research, the following terms were defined operationally.

**Continuous professional development:** the systematic maintenance, improvement and broadening of knowledge and skills and the development of personal qualities necessary professional and technical throughout working life.

**Professional Development:** it refers a body of systematic activities to prepare teachers for their job including initial training, induction course and in-service training and continuous professional development within the school setting.

**Program coordinators:** in this study refers to who coordinate CPD Program in the school

**Secondary School:** in this study refers to secondary school having grades 9 and 10.

## 1.8. Organization of the Study

This study was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presented a review of relevant literatures. Chapter three presented research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter dealt with results and discussions, the fifth chapter relates to the summary, conclusions and recommendations of the study.

This study was limited to the four public secondary schools within a HRS. Its public secondary schools were chosen because they offer a unique opportunity to compare all of the public secondary schools in a particular school system, and are structured to allow comparisons of perceptions of school managements. The findings may or may not apply to other schools. Also, this study was limited to the perceptions of currently employed of school managements at the four public secondary schools. It would be limited to the researcher's interviews questionnaires format, and FGD to the interpretations and answers provided by respondents, and to the extent by which the interviewing is comprehensive. And, it was limited to its descriptive nature, which concerns the discovery of generalities of perceptions as applied to CPD decisions.

## **2. REVIEW OF RELATED LITERATURE**

This chapter presents review of related literatures on Continuous professional development (CPD). So doing it tries to understand The Concept of continuous professional development, Importance of CPD, The purpose of continuous professional development, The major Activities in school continuous professional development, Responsibilities of teachers in CPD activity, Types of professional development in Ethiopian Context. Finally, Responsibilities of CPD stakeholders are also presented.

### **2.1. The Concept of Continuous Professional Development**

The concept is defined by different individual from different angles some of the meaning of CPD as explained by scholars are listed below: According to the framework document of the Ministry of Education (MoE, 2009), CPD is defined as anything that makes me a better teacher targeting at the improvement of teachers' performance in schools situational to learners' context. As the framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills, and experience which are not normally acquired during initial training or repetitive work, and which together develop and maintain competence to practice.

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).

Continuous Professional Development comprises a diverse range of practices enabling individuals to develop their skills, share their experiences, and bring up to date their knowledge of innovations in their field. This may happen through attending seminars or conferences, teacher exchange programs, in-service training events, etc. It also entails providing or creating space and

scope for individual evaluation of approaches, experiences and interactions (Kapur, 2013). Professional development enables teachers to continuously acquire, expand, and extend their knowledge and to develop skills and abilities with the aim of improving the quality of both teaching and learning, as well as the achievements of all students. It also provides an opportunity to acquire knowledge and skills to ensure quality and successful collaboration with colleagues and school management, and good relations with parents and local communities. At the same time, it prepares teachers for the acceptance of changes in the education system, their successful implementation and active participation and initiative in carrying out reforms. Professional development cannot be reduced to occasional seminars and meetings of professionals in education. It is a long-term integrated process that incorporates learning, practical work, and research in the course of which the knowledge, skills, and abilities of an individual are developed or improved. By participating in this process teachers become reflective practitioners who set the objectives of their own professional development in line with their individual needs and the needs of the school (Popovic, and Subotic, 2013).

As the MoE framework document further explained, CPD is a continuous process of enhancing personal growth in order to improve the capability and realize the full potential of teachers at school. This can be achieved by obtaining and developing a wide range of knowledge, skills and experience which are not normally acquired during initial training or repetitive work, and which together develop and maintain competence to practice. 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 contributes to the quality of education in the classroom.(MOF, 2010a).

Additionally, CPD refers to the sum total of formal and informal learning experiences of teachers throughout career from pre-service education to retirement. It is part of using technology to foster teachers' growth. Thus, CPD is the support for teachers as they encounter challenges while putting technology into practice and supporting inquiry based learning (Fullan and Steigelbaver, 1991). CPD is the acquisition of knowledge, experience, and skills, as well as, the development of personal qualities of teachers. It contains both the acquisition of new information to broaden competence, and the enhancement of existing skills to keep well-informed of evolving knowledge.

Moreover, continuous professional development refers to upgrading knowledge and skills of practitioners in the teaching and learning process. A framework encourages teachers continuously update their professional knowledge, personal skills and competencies. CPD aims in make teachers more effective as a professional and add credibility to the teaching Professions CPD is a continuous process of acquiring new knowledge and skills throughout teachers' professional life. Since higher institutions education is insufficient to ensure lifelong professional competencies, it is essential to sustain the quality of teachers, to preparation gaps in skills, and to enable professionals to respond to the challenges of rapidly growing knowledge and technologies, changing education needs and the social, political and economic demand of the ongoing situation so, continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties thought the practitioner is working life. Therefore, one can understand from the discussion is that continuous professional development activities are career life activities to improve professional competences and standards (Robert, 1987).

## **2.2. Importance of Continuous Professional Development**

Continuous professional development is a career-long process of improving knowledge, skills and perception centered on the local context and particularly classroom practice. According to MOE(2009) all teachers must be actively engaged in: their own learning process, working with their colleagues, identifying their own needs and the wide range of activities formal and informal that will bring about improvement of their own practice and the practice of others. This is to mean that the target of CPD is to improve students' performance by supporting teachers' cooperation and their own learning. In other word, Guskey (2000) indicates that the need for high quality professional development has become a common emphasis for educational reform and educational institutions development of the day. Similarly, (Guskey and Sparks, 1996) argue the professional development must include organizational development as well as individual development and quality of education in various ways.

The age on which we are in is a time of world's great competitions in economy, social, political and in innovation of new things. In creating competent and creative students the burden of teachers is high. Concerning this (Herrety and Morales, 2004) suggests that as schools have

entered into the new time, teachers are facing complex and dynamic changes and challenges. Collaboration discussion sharing best experiences skills and knowledge through CPD will be the solution. According to Hopkings and Harris (2000), CPD plays an important role in helping teachers to manage current demands of the ongoing and dynamic changes for enhancing the quality of learning and teaching.

### **2.3. The Purpose of Continuous Professional Development**

In almost all education programs across various geographical contexts, the need for teacher professional growth has general purposes of improving teachers' knowledge of the subjects they teach and their professional skills to scale up learning achievement.

Supporting this, Fraser (2005) suggested that, teachers are the root to improve the quality of education. This demands the creation of progressively a high quality teacher throughout a work life. Opportunities should be continuously provided for teachers' growth. Ensuring the professional development support for teachers enables them to become competent expert which in one way or another is significant to positively impact on teachers' performance. This ultimately changes students' overall skill and knowledge. Therefore, the continuous improvement of teachers' profession is crucial to ensure the appropriate utilization of teachers' potential.

According to Levine (2005), CPD improves teachers' knowledge of the subject matter that they are teaching and enhances their understanding of student thinking in that subject matter. Effective CPD is also an important element of school improvement in the process of raising pupils' achievement. It enables teachers to be committed to their own professional development and to build job satisfaction. CPD is significant to make school environment safe and secure.

Continuing professional development is essential to develop strategies and to improve teacher expertise for continuous improvement whether new initiatives are being implemented or school staffs are seeking to improve the effectiveness of programs already in place. In the continuous improvement process, professional development is driven by the analysis of student needs; is targeted on specific skills needed by individuals and groups of teachers; and is on-going and integral to the implementation process (Adams, 1993).

Teachers' ability to develop, adopt, and improve throughout their careers is essential for active learning and depends on teachers' participation in collaborative organizations, or communities of practice, based on continuous inquiry into practice (Burchell, Dyson & Rees, 2002).

Continuous professional development encourages the increase of expert teachers who have a strong understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students. Teachers' knowledge of their disciplines provides a cognitive roadmap to guide their assignments to students, to measure student progress, and to support the questions students ask. The teachers focus on understanding rather than memorization and repetitive procedures to follow, and they engage students in activities that help students reflect on their own learning and understanding (Davies & Preston, 2002).

Moreover, Continuous Professional Development of teachers' whether pre-service or in service assists teachers as up-to-date of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career; contribute significantly to student learning and retention (Davies, & Preston, 2002).

In addition, Continuing Professional Development has become a major focus because of the belief that students learning and success are largely due to the effectiveness of teachers. Professional development is seen as an essential mechanism for enhancing teacher's subject knowledge and improving their classroom practices (Hawk & Hill, 2003).

Furthermore, Continuous Professional Development, in line with Ethiopians policies, is vital for career-long teacher learning and improvement (MOE, 2004a). The overall purpose of CPD program, as similarly indicated in the new concept of framework of the Ministry of Education (MOE, 2009), is to improve the performance of teachers in the classroom that ultimately contributes to raise students learning achievement. It targets a career long process of improving knowledge, skills and attitudes of teachers based on the local context, particularly the classroom practices. Furthermore, the contribution of CPD for improved and relevant pre service and in-service training and professional support is pointed out in the Educational Sector Development Review (ESDP IV) of the Federal Ministry of Education (MOE, 2010a). In general the purpose

of CPD is to empower teachers of their competence in order to enhance students learning environment.

#### **2.4. The major Activities in School Continuous Professional Development**

The activities in the continuous professional development of teachers are specific actions to be practiced or performed by teachers, vice principal, principals, CPD focal person, head teachers and other practitioners to achieve the predetermined objectives of teachers' professional growth. The following are some of the common practices addressed in the available literature.

Lieberman and Wood (2002) identified three fundamental settings in which CPD practices occur. These are direct teaching (e.g. conferences, courses, workshops, consultations); learning in school (e.g. peer coaching, critical friendships, mentoring action research, task related planning teams), and learning out of school (e.g. networked learning communities, visits to other schools, school partnerships). The regularly practiced in CPD activities are induction, mentoring, building professional learning teams, peer coaching, conducting action research and developing teachers' professional portfolios. These activities integrate the major practices for successful implementation of CPD program (David, 2006).

Induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong learning processes (Gray, 2005).

Mentoring is conducted as proper CPD which is the process of professional assistance to less experienced teachers guided by senior and experienced staff. Proper CPD is a continuous learning throughout the professional life of teachers (Gray, 2005). Mentoring supports beginning or less experienced teachers in order to fit to the dynamics of teaching. Mentoring is related with supports in problem solving, resource utilization and improving learning achievement. It consolidates supportive supervision, effective counseling skills and collaborative achievements (Craft, 1996).

Building professional learning team through collaborative peer coaching is one of the major routine activities in the process of developing teachers' professional development. Peer

Coaching is the school system in which expert teachers or supervisors closely assist less experienced teachers through systematically organized discussions on how to confront in-job challenges (Bell & Gilbert, 1996).

David (2006) pointed out that, the major ways of peer coaching activities are participation in study groups, problem solving teams, experience sharing and involving in school improvement programs. In the peer coaching process, skillful, knowledgeable, and committed teachers are required to create conducive school environment of stable interpersonal relationships, collegial atmosphere and collaboration.

Development of teachers' professional portfolios is additional basic activities of school CPD. Portfolio is a compiled complete record of teachers' professional development initiated throughout the year. Portfolios are purposeful collection of documents as evidence to professional learning. It contributes to the enhancement of professional attitude, commitment and motivation of teachers (Falk, 2001).

According to Ethiopian context, the portfolio should include the following records: individuals' professional data and qualifications; individual CPD action plans; evidence of all the CPD activities which have been undertaken by the individual teacher; feedback from mentors/facilitators; teacher's self-reflections on progress; annual appraisal reports; record of professional competencies achieved; other evidence of personal development activities undertaken (upgrading, summer school programs); and, samples of examination results with an analysis and samples of lesson plans with evaluation (Desalegn, 2010).

In short, the most commonly applied CPD activities are providing induction program for newly employed teachers, mentoring services for less experienced teachers by the senior one, the establishment of the learning teams, peer coaching, resolving learning challenges through action researches, and documentation of all CPD records to develop portfolios.

Teachers in the schools are the main actors in the program and should be beneficiaries. They are requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They also expected to collaboratively prepare lesson plans, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own

classrooms (MOE, 2009). As it mentioned above ideas teachers are the main stakeholders to facilitate CPD in school. Especially, English language teachers known by recording discussions and preparing report on CPD. This leads English language teachers to develop their professional knowledge and to teach their students with recently updated skills through CPD.

## **2.5. Types of Professional Development in Ethiopian Context**

Ministries of education classified continuous professional development into two categories those are updating and upgrading (MOE (2009)).

### **2.5.1. Upgrading**

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, for example a certificate to diploma, diploma to first degree, and first degree to master 's degree. Upgrading is a part of the study because when teachers pass from one level to another level it improves teacher's performance in classroom and improve students' achievement. This can be done through CPD by sharing skills knowledge experiences on their challenges to bring change on student's behavior.

### **2.5.2. Updating**

Updating is a continuous process in which all professional teachers participate during their career as a teacher. The focus of updating is the subject knowledge and pedagogy to improve classroom practices. Based on the experiences of teachers the sub divisions of updating are implemented for example induction is done by newly employed teachers for two year continuously.

### **2.5.3. Induction Course**

Induction is a part of CPD which help teachers to update their profession. Regarding this Potts (1998) states that, 'induction is formal contact of training by the employee'. Properly planned and implemented induction ensures quality and integrates the professional to staff and help education system to achieve its prior goal and objective and also it plays great role in introducing newly employed teachers to school environments. MOE (1999), stated induction as program prepared for new teachers in secondary school. New teachers are expected to attend two years of on job oriented courses with help of experienced teachers (mentor). Manford (1998) defined mentoring as 'a protected relationship in which experimentation, exchange and learning can

occur and skill knowledge and insight can be developed in processing of mentoring there are mentor mentees relationships. Mentee is the newly employed teacher who needs support from the mentor. A mentor is an experienced person who provides assistance in an employee's development. Mentoring is important for the development of newly qualified teachers. To make it effective, mentors should be skillful and knowledgeable in enhancing mutual support with mentees. They have also to be knowledgeable and skillful in subject area, school improvement, school leadership and educational policies Turner and Bash, (1999) as cited in Zenebe (2001), having this in mind school and school principals should encourage and contribute for the success of continuous professional development program and its implications in the school.

## **2.6. Responsibilities of CPD Stakeholders**

Each stakeholder in CPD has responsibilities. These can be either as an individual or as institution.

### **2.6.1. Responsibilities of Teachers**

Engaging with continuous professional development through it their careers. In consultation with others (e. g mentor, supervisor). Identifying and monitoring progress against personal CPD needs relating to the school's annual CPD plan and their individual professional competencies. Working collaboratively with colleagues to improve teaching and learning. Carrying out sixty hours CPD each year. Putting CPD in to practice in the classroom. Being committed to supporting to record all their CPD and other professional activities inclosing identifying achievement of the professional competencies (MOF, 2010a)..

### **2.6.2. Responsibilities of Schools**

Ensuring that learning and student achievement is inclusive and at the Centre of strategic planning and resource management. Creating a CPD management strategy within the institution. Ensuring that an effective CPD needs analysis is carried out each year. Together with colleagues identifying issues for consideration as CPD priorities/ Ensuring that the institution department produces an annual CPD plan and manages the budget. Regularly monitoring the effectiveness of the charges to teaching and learning. Ensuring the quality of engagement of teacher CPD activities monitoring and assessing the content individual professional portfolios and giving constructive feedback. Collaborating with other local head teachers and supervisors to facilitate effective responses to shared CPD issues. Collaborating with woreda zone and RBE

professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning. Taking part in regional and national activities which ensure that their own knowledge and experience is up-to-date. Ensuring that all teachers in schools take part in sixty hours of CPD activities each year (MOF, 2010a).

### **2.6.3. Responsibilities of Clusters**

Establishing and supporting the cluster CPD committee. Managing and coordinating CPD activities within the cluster. Collecting and sharing individual school CPD plans. Apportions as appropriate the annual school CPD plans. Supporting teachers professional portfolio development. Providing opportunities for collaborating and the sharing of good practice within the cluster e.g samples of good lessons, effective teaching strategies innovative use of readily available materials for practical lessons etc. Making available resources for cluster schools to use in the classroom. Providing training opportunities as appropriate. Supporting the delivery of the induction program me for newly deployed teachers. Supporting inclusive education. Reporting annually to the woreda on cluster CPD activities. Maintaining an effective communication system between all the schools (MOF, 2010a).

### **2.6.4. Responsibilities of Woreda and Sub-City Education Offices**

Identifying and addressing the CPD needs of supervisors at woreda sub city level. Ensuring that all schools have annual CPD plans. Collecting data about CPD activities in the woreda sub city. Collecting data of individuals and schools participation the supervisors. Raising awareness of and promoting inclusive education in all schools. Collaborating with school directors to administer the induction CPD process and to moderate the judgment on passing/ failing. Providing support and advice on the maintenance of professional portfolios. Overseeing and facilitating the work of clusters and kebeles in their support of CPD (MOF, 2010a).

### **2.6.5. Responsibilities of Regional education bureaus/ zones**

Analyzing and identifying regional priorities production of materials and developing to implement them. Sharing information with stakeholders. Annually producing and circulating regional CPD plans. Appointing a responsible person for CPD. Allocating the resources needed to implement the regional CPD program including the development of teacher's professional portfolios. Ensuring that resources are written in the language that teachers will understand best

with high quality translation produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers and distributed throughout the region. Monitoring and evaluating CPD program regionally an annual report which should be submitted to the process teachers and leaders development ministry of education. Raising awareness of and promoting inclusive education throughout the region through CPD. Giving support to woredas zones and sub cities within the region. Compiling educational management information system (EMIS) CPD statics for the region and submitting them annually to the (MOF, 2010a).

#### **2.6.6. Responsibilities of The Ministry of Education**

Analyzing and identifying national priorities production of materials and organizing teaching to implement them. Annually producing and circulating national CPD plans. Raising awareness of the need for continuous professional development. Designing implementing and reviewing the national framework for CPD. Monitoring and evaluating the CPD program nationally and producing an annual report. Producing support materials to be used in schools. Helping to increases capacity by training trainers. Raising awareness of and promoting inclusive education through CPD. Collating and reporting EMIS CPD statistics. Producing an annual CPD plan for employees of the MOE. Giving support to regions. Conducting consolation meetings on achievements and challenges(MOF, 2010a).

In conclusion, the literature reviewed in this section provides the Concept of continuous professional development, Importance of CPD, The nature of continuous professional development, the purpose of continuous professional development, the major Activities in school continuous professional development, Responsibilities of teachers in CPD activity, Types of professional development in Ethiopian Context. Finally, Responsibilities of CPD stakeholders have been discussed in this section.

These review of related literatures help as a conceptual framework on the basis of which the investigator organizes data collecting instruments and interprets the gathered data.

## 2.7. Summary

Continuous professional development is important in CPD for improving quality education by updating and upgrading teacher. In school CPD program can take continuously by all teachers, principal and vice principal for 60 hours in a year. New teacher cannot take CPD his induction course which means induction is a part of CPD which help teachers to update their profession. Regarding this potts (1998) “states that induction is a formal contact of training by the employee” MOE (1999) stated induction as a program for new teachers in secondary schools. New teachers are expected to attend two years of on job oriented courses with help of experienced teacher. Mentee is the newly employed teacher who needs support from mentor. Mentor is an experienced person who provides assistance in an employee’s development of newly qualified teachers. Mentee have also to be knowledgeable and skillful in subject area, school improvement, school leadership and educational policies. School and school principals should encourage and contribute for the success of CPD program and implication in the school.

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the description of the study area, research design, sources of data (Primary and Secondary), population, sample size, and sampling techniques, data collection instruments, procedure of data collection, method of data analysis, and ethical considerations.

#### **3.1. Description of the Study Area**

The study was conducted in selected secondary schools of HRS. Harari Regional State is located in the Eastern part of Ethiopia. The capital city of the HRS is Harar which far from about (503) kilometer from Addis Ababa to its Eastern direction. HRS is one of the nine regions of Ethiopia federal democratic of republic with estimated total population of (246000) within an estimated area of (334) kilometers square. HRS comprise of nine woredas. Three woredas are rural area and six woredes are in urban area. In HRS there are nine secondary schools, which means 9-10. Out of nine secondary schools four secondary schools was selected Abadir and Shakib Abdulahi from urban area and Harawe Barasar and Dire Tayer from rural area was selected. *Mango* and *Chat* are the backbone of farmers' income as cash crops with significant agricultural supporting of livelihood of the majority of the population.

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

The design of this study was descriptive survey design. Descriptive survey is preferred over other methods as it enables to make investigations with predictions, narration of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population Kothari, (2004). Prakash (2005) described that a survey is important to collect a detailed descriptions of existing phenomena with the committed of employing the data to justify current conditions and practice or to make more intelligent plan for improving social, economic, or educational conditions and process.

#### **3.3. Sources of Data**

To achieve the objective of the study primary and secondary sources of data was used by the researcher.

### **3.3.1. Primary sources**

Primary sources of data were collected from teachers, principals, school supervisor and CPD coordinator teachers.

### **3.3.2. Secondary Sources of Data**

The secondary sources were different documents, like portfolio, documents consisting of CPD plans, minutes, action researches, feedback documents and reports.

## **3.4. Population, Sample Size, and sampling Techniques**

### **3.4.1. Population Sample size, and sampling Techniques**

Sample size is the actual number of cases respondents actually involved in a given study. Pearson, (2010) states that sampling is the process by which a researcher selects a group of participants (the sample) from a larger population. Mugenda (2003) states that to arrive at a reasonable sample size, take 10% of the accessible population if the population is large and 30% if the population is small.

The study population was selected from HRS secondary schools. From (9) secondary school, (4) secondary school were selected. Harawe Barasare and Dire Tayer secondary school from rural area of the region and Abaadir and Shakib Abdulahi from urban area of the HRS. The study population were selected from (4) secondary schools of HRS that compresses (4) principals, (4) CPD coordinators, (39) teachers, and (4) secondary school supervisors, totaly (51)respondant were employed. The target population of the study encompasses teachers currently teaching high school, principals, CPD coordinators, and supervisors.

Table 1. The summary of population, sample size and sampling technique

N	Respondent	Sample school	Total population			Sample size			%	Sampling Technique
			M	F	T	M	F	T		
1	Teachers	Harawe Barasa	16	4	20	4	2	6	30%	Stratified random sampling
		Abaadir	33	13	46	10	4	14	30%	
		Shakib Abdulahi	28	10	38	8	3	11	30%	
		Dire Tayara	20	7	27	6	2	8	30%	
		Total	97	34	131	28	11	39		
2	Principals	Harawe Barasa	1	--	1	1	--	1	100%	Censes
		Abaadir	1	--	1	1	--	1	100%	
		Shakib Abibaka	1	--	1	1	--	1	100%	
		Dire Tayara	1	--	1	1	--	1	100%	
		Total	4		4	4		4		
3	CPD coordinator	Harawe Barasa	1	--	1	1	--	1	100%	Censes
		Abaadir	1	--	1	1	--	1	100%	
		Shakib Abibaka	1	--	1	1	--	1	100%	
		Dire Tayara	1	--	1	1	--	1	100%	
		Total	4	--	4	4	--	4		
4	Supervisors		4	--	4	4	--	4	100%	Censes
Total			109	34	143	40	11	51		51

### **3.4.2. Sampling Techniques**

The researcher was selected (4) secondary school of HRS by using stratifying random sampling techniques. Stratifying random sampling technique for teachers was used for the reason that the population from which the sample is drawn does not constitute a homogeneous group. This methods involves dividing the respondents in certain groups known as strata, which was selected in such a way that strata consists of units with specified characteristics like sex, which gives accurate, reliable and representative sample. Therefore, in order to make the samples representative principals, CPD coordinators, teacher, and school supervisors from all school was included in the study.

Principals, CPD coordinators, and school supervisors were selected by using availabilitiy sampling technique. This helps the researcher in order to get respondents who have direct relation with the issue under the study and who can provide their understanding and share their experience.

## **3.5. Instruments of Data Collection**

Both quantitative and qualitative data was collected using different data collecting methods. Different data gathering instrument were employed for the study. As patton (2002) stated that, by using a variety of sources the strengths of certain approaches are emphasized to compensate for the weakness of other approaches, thereby increasing validity and reliability. For this reason the researcher used three types of instruments which help to collect qualitative data needed for gaining deeper understanding of the problem. Based on the importance or relevance it has instrument like; questionnaire, focus group discussion and document analysis used for the purpose of the study as follow.

### **3.5.1. Questionnaire**

Questionnaires was used to collect relevant and first-hand information from respondents. The items of the questionnaires will be close ended questions. The close-ended items was a five point Likert scale questions ranged from strongly agree to strongly disagree. This instrument was used to collect data from 51 respondents. The researcher was choose to use this tool because questionnaires was help in gathering basic data from large number of respondent with fewer amounts of time. Questionnaires are easier to handle and is simpler for the respondents to answer

within a short period of time (Koul, 2008). To gather the necessary data from the participant questionnaire with a five-point Likert scale will be used.

The reason for using the Likert scale is that it was enable certain arithmetical operations to perform the data that was collected from the respondents and it was helped to measure the magnitude of the differences among the individuals. The questionnaires was prepared by the researcher based on relevant available literature and researchers past experience. The questionnaires were prepared in English. It was prepared containing two parts. Part I to address respondent's demographic profile (Sex, age, level of education, and occupation) whereas part II contains the main body (likert scales questions that will answer basic research questions).

### **3.5.2. Document Review**

In addition to primary sources, relevant information was included from secondary sources. This technique was helped the researcher to crosscheck the data that was obtained through primary sources (i.e. questionnaire and focus group discussion). Document analysis would focus on such documents, such as, CPD yearly plan of school, CPD yearly plan of teacher, CPD yearly plan of principal, CPD yearly plan of coordinators, CPD yearly plan of secondary school supervisor, Minutes of CPD and portfolios of teacher which document in last year. Hence the analysis was done base on the information obtain from the documents.

### **3.5.3. Focus Group Discussion**

The instrument help researcher to get detailed and reliable information from participant in status and challenges of leading CPD program. So, after preparing the draft of data collecting instrument, the tool were given to major advisor and co-advisor to get check wither or not the items could help the researcher to attain the intended goals. Then, the researcher held discussion with principals, supervisors and CPD program coordinators.

## **3.6. Procedures of Data Collection**

Before the actual data collecting activities were done, the researcher first was conducted literature search, identify and formulate research problem and accomplish the thesis proposal. After proposal defense, questionnaires was prepared and submitted to advisor to check the relevance. The expect relevant data was gathered by using structure (closed) and open-ended questionnaires and Document analysis. The researcher were given the questionnaires to major

advisor and co advisor for evaluation of the content quality and validity before they was used for actual data collection. Accordingly, the researcher were received different comments and made some amendments in avoiding dismissals, including omissions, correcting wordings and number of items for perfecting the instruments.

Next, the researcher were obtaining letter of cooperation from Haramaya University to secure permission letter to collect data. Then, the researcher were directly leads to each sampled school according to the schedule outlined and the researcher in every step followed all important ethical procedures until all required data was collected and complete from intended sampled schools.

### **3.7. Pilot test**

The validity of the questionnaire was checked and commented by my advisors so, that some items were modified in terms of contents, language, and order. Once the questionnaires were prepared pilot testing of the instruments was made in Harar secondary school to test the questionnaire before it was administered to the final participation of the study. The pilot test was conducted on 20 respondents teachers and two CPD program leaders. The respondents were small as aresult of the school is emerging. Pilot test done with the objectives to check whether or not the items contained in the instrument enable the researcher to gather relevant information. Based on the feedbacks from the respondents valuable improvements were made and irrelevant items were rejected. Then, reliability was calculated for the questionnaire and , the cronbach Alpha value of 0.908 was found for all the items (mean value). Thus, according to George and Mallory ( cited in Joseph and Rosemary, 2013) provided the following rules: ‘ $\geq 0.9$ = excellent,  $\geq 0.8$ =good,  $\geq 0.7$ =acceptable,  $\geq 0.6$ = questionable,  $\geq 0.5$ =poor, and  $\leq 0.5$ = unacceptable’ (p.87). accordingly, the reliability test reveal that the questionnaires which were tried out by pilot test average has excellent. In general, the pilot test was helped the researcher to avoid errors related to contents. After the necessary correction was made, the final copies were distributed to respondents.

### **3.8. Methods of Data Analysis**

Data analysis involves the coding, editing and cleaning of data in preparation for processing. The completed questionnaires were received, were checked for completeness and were edited for correctness. For proper understanding and evaluating of the purpose of the research questions raised and to ultimately achieve the research objectives, different techniques of data analysis was

employed. Descriptive survey employed based on statistics such as means, standard deviation and inferential statistics in t-test to rate difference among teachers and leaders of CPD program in provided item to identify how implementing the status of leadership in HRS secondary schools. Therefore, the researcher used the procedures to analyze the collected data. First the results which are gained from FGD were organized. Teacher's portfolios and CPD guidelines was seen, analyzed and presented based on narrative system.

By using the latest Version "21" software of SPSS (Statistical Package for Social Sciences) were used to summarize the socio-demographic variables of the respondents and respondents' response to the status and challenges of leading continuous professional development whereas inferential statistics were used to show the associations between variables, and average relationship among variables. The finding were significant at  $\alpha = 0.5$ . The qualitative data that was collected through interview were analyzed by the reproducing so as to support the quantitative findings.

Table: 2 Reliability test results with Cranach's alpha

No	Item categories	Total No of items	Alpha value
1	general background of the participant	7	0.99
2	Continuous professional development as perceived by the school	7	0.79
3	Practice of leading continuous professional program	7	0.98
4	Capacity of leaders to lead continuous professional development program	7	0.89
5	Problems of leading continuous professional development program	7	0.89
<b>Average</b>		35	0.908

As it had shown from the table coefficient alpha value of the variables measured from 0.933 to 0.994 indicated an excellent reliability of the overall instruments. Validity refers the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the data collected (Wallen&Fraenkel, 2001). An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed (Patten, 2004; Walled and Fraenkel, 2001). Therefore to maintain the validity of instruments in this study

I constructed clear and short statement questionnaires considering all the variables necessarily employed to determine the status and challenges of leading continuous professional development in government secondary school of Harare regional state. The comments and guiding of advisor and co-advisor was necessarily considered while developing the instruments. After all, the clarity and translation of the instruments to local languages was conducted by language teachers in secondary schools of Harare regional state. Additionally, I had made a review of related literature to access valid questionnaires regarding the variables of CPD from different journals.

### **3.9. Ethical Considerations**

After receiving official letter of cooperation from Harame University the researcher communicating all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concern bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information was obtained from individual respondents and the school records were kept confidential.

## **4. PRESENTATION, ANALYSIS AND INTERPERTATION OF DATA**

This chapter treats the description of the sample population analysis and interpretation of the data based on the information obtained from the questionnaires, Interviews and document analysis. It consists of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part deals with the analysis and interpretation of the data. The purpose of this data was to explore the amount of the status and challenges of leading continuous professional development in government secondary school of Harare regional state. To this end, the investigator developed data gathering tools that integrate various aspects of status and challenges of leading continuous professional development in government secondary school of Harare regional state.

### **4.1. Background of the Respondents**

The general information about the respondent's sex, age, level of education, current position, and total service of years and field of study are presented for better understanding of their background. Based on the sampling procedure expressed in chapter three, secondary schools were included in the study. The sample consisted of a total of 51 respondents, which include 39 teachers, 4 principals, 4 CPD coordinators and 4 supervisors. Teachers and CPD coordinators were involved in filling the questionnaires. Principals, CPD coordinators and supervisor of each schools participated in the FGD.

Questionnaires were administered to 39 teachers, and 4 CPD coordinators which all of them were returned with a high return rate 100% and analyzed statistically. Principals and regional supervisors were involved in the FGD. They provided information about the overall status of CPD. The FGD and document analysis were used as supplementary information. Thus, data from FGD and document analysis were incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to CPD were analyzed in all the sample schools with the guidance of structured check list. The data collected on the characteristics of the respondents are presented in the table 2 below.

Table 3: Demographic characteristics of participants

Personal Variable	Category	Respondents with respect to academic status								
		Teachers N=39		Principals N=4		CPD coordinators N=4		Supervisors N=4		Total
		Fre	%	Fre	%	Fre	%	Fre	%	
Sex	Male	28	71.8	4	100	3	75	4	100	39
	Female	11	28.2	-	-	1	25	-	-	12
	Total	39	100	4	100	4	100	4	100	51
Age category	25-30 years	18	46.2	-	-	-	-	-	-	18
	31-35 years	10	25.6	-	-	3	75	4	100	17
	36-40 years	8	20.5	4	100	-	-	-	-	12
	>41 years	3	7.7	-	-	1	25	-	-	4
	Total	39	100	4	100	4	100	4	100	51
Level of education	Diploma	-	-	-	-	-	-	-	-	-
	Degree	36	92.3	3	75	4	100	2	50	45
	MA/Msc	3	7.7	1	25	-	-	2	50	6
	Total	39	100	4	100	4	100	4	100	51
Total service year	0-5 years	5	12.8	-	-	-	-	-	-	5
	6-10 years	15	38.5	-	-	1	25	1	25	17
	11-15year	12	30.8	1	25	2	50	1	25	16
	>16 years	7	17.9	3	75	1	25	2	50	13
	Total	39	100	4	100	4	100	4	100	51

The result of the respondent's characteristics in table 2 above discovered that 71.8% and 28.2% of the teachers were males and females respectively. On the other hand, all of principals of secondary schools and, all supervisors of regional were males. With regard to CPD coordinators, 75% were males whereas females constitute only 25%. From this one can recognize that the great majority of the teachers, principals, and supervisor and CPD coordinators were males.

With regard to Level of education, 92.3% of the teachers had first degree and 7.7% had MA/MSc. With regard to principals 75% and 25% had first degree and MA/Msc respectively. With regarding to regional supervisors 50% and 50% had first degree and MA/MSc respectively. All of CPD coordinators had first degree.

In table 2 above Total service year of the respondents, 12.8%, 38.5%, 30.8%, and 24% of teachers were with in interval of 0-5 years, 6-10 years, 11-15 year, and > 16 years of experience respectively. Significant majority (30.8%) of the teachers, 75% school principals 50% of the CPD coordinators, and 50% of the regional supervisor had work experience of above 10 years to provide relevant information regarding CPD. Moreover, all respondent in all sample schools have served for five years and above. It can, therefore, be recognized that the majority of the teachers and responsible CPD stakeholders had relatively better work experience.

## **4.2. Analysis of data**

This part of study focuses on the presentation, analysis and interpretation of data obtained through questionnaire, focus group discussion.

### **4.2.1. Continuous professional development as perceived by the school leaders**

Table 4: Respondents views towards Continuous professional development

Items	Respondent	Responses										mean	Std.dev	t-value	p-value
		SA		A		UD		D		SD					
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)				
CPD will help me to develop in career by spreading my skills and experiences.	T	0		33	(84.6)	0		5		1	(2.6)	3.67	0.806	-707.9	0.000
	C	0		3	(75)	0		1	(12.8)	1	(25)	3.25	1.50	-122.3	
CPD will assist me to look at the whole of my life and assess my work life balance	T	0		30	(76.9)	0	(25)	4	(10.3)	5	(12.8)	3.41	1.117	-511.9	0.000
	C	0		2	(50)	1		1	(25)	0		3.25	0.957	-191.6	
I involve in CPD program to improve my practice as a teacher	T	1	(2.6)	29	(100)	0		0		9	(23.1)	3.33	1.305	-43.8	0.000
	C	0		4	(74.4)	0		0		0		4.00	0.000	-	
It is required to carry out CPD as part of assessment on my regular work	T	1	(2.6)	27	(69.2)	0		5	(12.8)	6	(15.4)	3.30	1.217	-470.4	0.000
	C	0		3	(75)	0		1	(25)	0		3.50	1.00	-183.0	

Note: F (%) – frequency (percent), T: Teachers, CPD: Continuous Professional Development program coordinators

SA: strongly Agree, A: Agree, UD: undecided, D: Disagree, SD: Strongly Disagree

As it can show in table 3 item 1, majority 33(84.6%) of respondents teachers and 3(75%) CPD coordinators believed in importance of CPD program to benefit from career structure. The mean value of teachers and CPD coordinators 3.67 and 3.25 respectively indicate that, both of respondents believed that the existence of the program help them to benefit from career structure through improving their skills and experience. The calculated p-value (0.000) shows there is no significant difference between the mean score of teachers and CPD coordinators importance of CPD program for personal skill and benefit of career structure.

As Move (2009) indicated, the overall aim of CPD for primary and secondary school teachers, leaders and achievement of students in Ethiopian schools and to provide teachers throughout Ethiopia with a clear structure and rational for CPD. A professional career structure will developed in respect to professional career structure was developed with respect to professional development of teacher. From the result of FGD discussion made with principal, supervisors and CPD coordinators, the researcher understood that participating in the program help for improving teachers' professional skills and experience.

In item 2 of Table 3, majority 30(76.9%) of respondents, teachers and 2(50%) of CPD coordinators agreed that the existence of CPD assist them to look at the whole of their life and assess their daily life balance. The mean value of teachers (3.41) and CPD coordinators are (3.25) indicate that, the presence of the program help them to assess their work both in home and work place. The calculated p-value (0.000) shows there was no significance between mean values of teachers and CPD coordinators on the importance of program both in work and living place for evaluation daily activities.

Same authorities like Meijer and Beaus (2005) indicated that, the extent to which programs strengthened or integrated with professional community activity turned out to be a significant predictor of impact. Again, Hassan (2011) also stated, professional development in a broader sense refers to development of a person in his/her professional role more specifically professional development teachers refers to the achievement of enhanced learning experience in research and teaching with synchronized system. So that he/she could deliver effectual knowledge to his/her students in particular and to the society as a whole. From the above result finding, the researcher concluded that the existence of professional program help individual teachers to assess their daily activities.

Regarding to Table 3, majority 29(74.4%) of teachers and 4(100%) of CPD coordinators strongly agreed that, participating in the program help to improve their performance to practice as a teacher. The mean value of teachers and CPD coordinators are 3.33 and 4.00 respectively indicates their participation in program used for improvement in their profession. The calculated p-value (0.000) shows there was no significance difference between mean values of teachers and CPD coordinators in benefit of participating in CPD program for professional development.

Among different authors Lev and Price Rom (2006) stated that, there is increasing number of literature on educational quality in recent years examining factors that help to improve quality of education and proposing ways to promote better learning in school. For this reason, CPD help to improve schooling and the quality of learner achievement by coordinating professional development activities with view to achieving sharper focus and effectiveness to revitalize the teaching profession and foster renewed commitment to the professional's seminar rule in the development of the country to contribute for responsibility autonomy and confidence of the teaching profession. From this finding the researcher understood that, participating in CPD program help teachers to improve their performance that support the learning to act as professional teachers in class room.

As stated in Table 3 items 4, the majority 27(69.2%) of respondents teachers and 3(75%) CPD coordinators agreed to carry out CPD program to update in their profession. The mean value of teachers (3.30) and CPD coordinators (3.50) shows, participating in the program help professional teachers to evaluate their day to day activities. The calculated p-value (0.000) shows, there was no significance difference between teachers and CPD coordinators towards importance of participating in CPD activities help as evaluation of regular work.

As MoE (2009) sated, CPD activities combine incentive and obligation to continuing improving their professional knowledge, understanding and practice throughout their teaching careers, it is based on class room practice, it covers wide range of activities, both formally and informally, it deals with subject's content and teaching strategies, it has clear procedures for identifies and aligning training needs, it attempt to meet needs of individuals and organizations, it identifies and make use of excellent class room practitioners, it recognizes the importance of informal systems within institutions and the local available resource. This finding indicated, carrying out or participating in CPD activities help as assessment of individual teachers' regular work.

Table 5: Respondents views towards Continuous professional development

Items	Respondent	Responses										Mean	Std.dev	t-value	p-value
		SA		A		UD		D		SD					
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)				
it is an obligation for me to	T	0		30	(76.9)	1	(2.6)	5	(12.8)	3	(7.7)	3.48	0.996	-573.4	0.000
carry out CPD as a teacher	C	0		2	(50)	2	(50)	0		0		3.50	0.577	-316.9	
and complete at a time															
I consider CPD as extra	T	0		26	(66.7)	4	(10.3)	5	(12.8)	4	(10.3)	3.35	1.059	-540.2	0.000
burden on me	C	0		3	(75)	0		1	(25)	0		3.50	1.000	-183.0	
I benefit a lot of from CPD	T	0		34	(87.2)	3	(7.7)	1	(2.6)	1	(2.6)	3.794	0.614	-926.5	0.000
in terms of improved practice	C	0		3	(75)	0		1	(25)	0		3.50	1.00	-183.0	

In item of 5 Table 4 majorities, 30(76.9%) teachers and 5(50%) of coordinators believed that, they have obligation to carry out CPD as a teacher and complete at a time. The mean value of teachers and CPD coordinators are 3.48 and 3.50 respectively indicate that, they have obligation to participate and complete CPD activities before the time proceed. The calculated p-value (0.000) shows, there was no significance difference between teachers and CPD coordinators perception towards responsibility they have to participate and complete CPD activities in a given time. The result obtained from document analysis shows teachers did not apply principles, knowledge and content they obtain from CPD program for class room instruction because they attended the program simply for their appraisal or for their own career structure allowed for them after three years.

From different authors Graret et al. stated that, the longer professional development activities also more likely to prove opportunities for in-depth discussion of the content, student conception and misconception and also pedagogical strategies to take place among its participants. They suggest that activities extend over time are more likely to allow teachers more time to try out new practice in the class room and obtain feedback on their teaching. Again Claxton (1996) stated, CPD can optimally and meaningfully draw on adult learning theory, teachers own experience as learner, their perception of the need for learning, existing demands on their time and the rewards for such involvement. From the result of finding the researcher understand that, each individual whose graduated in teaching profession have responsibility to participate and complete CPD activities in order to the program. As a result there were absence of principles, knowledge and contents teachers obtained from CPD program for class room instruction and they attend the program simply for their appraisal or for their own career structure for them after three years.

Regarding items 6 of the same table, majority 26(66.7%) of respondents teachers and 3(75%) coordinators disagreed that, they doesn't consider CPD as extra burden. The mean value of teachers and coordinators 3.33 and 3.50 respectively indicate that, the participation considered the program as a beneficiary not as burden. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators had not consider participant doesn't consider CPD activities as a burden. Relating to this item the result obtained from FGD shows, the participant doesn't consider CPD program as burden however, there is work load in the job. From these finding the researcher suggested that, the participant of study have positive

attitude toward the program. But, as respondents response in FGD showed the work load of the job resulted for absence of proper implementation of the program.

As it shown in Table 4 item7, 34(87.2%) Of respondent teachers and 3(75%) coordinators are agreed and relies that, participating in CPD program benefit them in improving practice of teaching. The calculated mean value of teachers (3.78) and coordinators (3.50) indicated, participating in CPD program benefited the respondents in improving their practice of teaching. The p-value (0.000) indicated that, there was no significance difference in perception between teachers and coordinators in benefit of participation in CPD program in improvement of teaching practice.

The authors like Mejir and Beauis (2005) stated, ‘the teaching and learning research program includes projects that examine educational policy as it relates to teacher quality, teaching practice, teacher working condition and student achievement. This includes research on teacher preparation, induction program, and professional certification. From this finding, the researcher understood that through participating in CPD program individual teaching practice, teacher working conditions and better student achievement.

#### **4.2.2. Practice of leading continuous professional program**

Table 6: Respondents views towards practice of leading continuous professional development program

items	Responses											mean	Std.dev	t-value	p-value
	Respon	SA		A		UD		D		SD					
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)				
The existence of leaders for management of CPD program help for effectiveness of the program	T	0		32	(82.1)	1	(2.6)	0		6	(15.4)	3.51	1.097	-520.7	0.000
	C	0		3	(75)	0		1	(25)	0		3.50	1.00	-183.0	
The leaders of CPD program provided me necessary support to engage in and benefited from the program	T	0		31	(79.5)	0		0		8	(20.5)	3.38	1.227	-466.2	0.000
	C	0		3	(75)	0		0		1	(25)	3.25	1.500	-122.3	
The leaders of CPD program provided me necessary support to engage in and benefited from the program	T	0		33	(84.6)	0		0		6	(15.4)	3.53	1.096	-520.8	0.000
	C	0		3	(75)	0		1	(25)	0		3.50	1.00	-183.0	
monitoring and evaluation techniques CPD program employed by the leaders are effective	T	0		29	(74.4)	1	(2.6)	5	(12.8)	4	(10.3)	3.41	1.069	-534.9	0.000
	C	0		4	(100)	0		0		0		4.00	0.000	0	

Regarding item 1 of Table 5 of above, majority 32(82.1) respondents of teachers and 3(75%) coordinators agreed that the existence of CPD program leaders help for effectiveness of program. The calculated mean value of teachers (3.51) and coordinators (3.50) indicated the presence of CPD program leaders help for effectiveness of the program. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators attitude towards existence of CPD program leaders for the effectiveness of program.

As MoE (2013) stated, ambitious goals for students and educators require significant changes in curriculum, instruction, assessment and leadership practices. Therefore CPD at all level leaders must recognize quality of professional development as the key strategy for supporting significant improvements. Thus, they should be able to articulate the critical link between improved students learning and the professional learning of teachers. From the finding, the researcher understood that the existence of CPD program leaders support the effectiveness of this program and leaders at all levels recognize quality of professional development as the key strategy for supporting significant improvement in the school.

In item 2 Table 5 of above 31(79.5% ) respondents teachers and 3(75%) coordinators agreed that throughout their schools there was appropriate practice of leading CPD program as stated in guide line. The calculated mean value of teachers (3.38) and coordinators (3.25) shows, there was appropriate Implementation of leading CPDA program as stated in guide line. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators on appropriate practice of leading CPD program in the study area.

As MoE (2013) stated, leading CPD is important for guiding, supporting and monitoring professional teachers by creating conducive school environment to enable teachers to work together and develop or improve their teaching performance. The ministry also stated skillful CPD leaders contribute in the establishment of policies and organizational structures that support ongoing professional learning and continuous improvement. For this reason, CPD leadership must be seen as an integral part of managing the total resources available to the school since the expertise and experience of staff is seen as schools most precious resource. Some have linked CPD to targets as identified in both school development and personal development plans. Based on data gathered the researcher concluded that, there was practice of leading CPD program however it has problem of documenting or organizing CPD activities in individual teachers' portfolios.

As it was in item 3 Table 5 of above 33(84.6%) respondents of teachers and 3(75%) coordinators agreed that leaders of the program provided necessary support for teachers to engage and benefited them from program. Only 6(6.3%) respondents of teachers strongly disagreed with this idea. The mean value of teachers (3.53) and coordinators (3.50) indicated, leaders of the program provided necessary support for teachers to benefit them from the participation. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators on leadership support to involve and benefit teachers from the program.

As MoE (2013) indicated that, CPD leadership must be seen as an integral part of managing the total resources available to the school since the expertise and experience of staff is seen as schools most precious resource. From this finding the researcher understands that, since. CPD must be seen as an integral part of managing the total resources of the school, they have provided necessary support for teachers to engage and benefited the school community from the program.

Regarding item 4 Table 5 above 29(74.4%) respondents' teachers and 4(100%) coordinators perceived that, there are effective monitoring and evaluating techniques of CPD program which are employed by leaders. The calculated mean of teachers (3.41) and coordinators (4.00) indicated there were monitoring and evaluation technique of CPD program by the leaders with in the schools. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD program coordinators on Importance or effectiveness of monitoring and evaluation technique in their schools. The result obtain through school module document analysis showed that there was lack of follow up activities by CPD coordinators and school administrators to provide constructive comments to the teachers. As a result, most teachers organize their portfolio by copying from each other since there had not been experience exchange and sustainable training experienced teachers and CPD coordinators.

The author Meyers (2002) stated that, evaluation provides a way to assess the crucial link between implementers, beneficiaries on the ground, and decision-makers of the CPD and finally it provides a more basis for raising funds and influencing policy. Evaluation is used to ensure that the direction chosen is correct and that the right mix of strategies and resources were used to get there. It can typically be formative (helping to develop learning and understanding within stakeholders) or summative (indicating the degree of achievement). It typically focuses on outcomes and their relationship with outputs. Evaluation therefor, has different forms and choice is determined by the purpose of the evaluation. From this the researcher concluded there was

monitoring and evaluation technique of CPD program employed by the leaders. But, the monitoring and evaluation techniques of CPD program lacks continuity to utilize the techniques used the study area to ensure the direction chosen was correct and resources were used to achieve the program. Absence of follow up of the program by the leaders my result for most teachers to copying and organizing their portfolio from each other since there had not been experience exchange, sustainable training by concerned body.

Table 7: Respondents views towards practice of leading continuous professional development program

items	Responden	Responses										mean	Std.dev	t-value	p-value
		SA		A		UD		D		SD					
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)				
One of the most valuable ways to record professional development activities in the school is using of portfolio	T	0		38	(97.4)	0		0		1	(2.6)	3.92	0.480	-1184	0.000
	C	0		4	(100)	0		0		0		4.00	0.000		
Every stakeholder involve in need assessment of CPD planning	T	0		34	(87.2)	0		0		5	(12.8)	3.61	1.016	-561.6	0.000
	C	0		4	(100)	0		0		0		4.00	0.000		
There is continuous training or workshop to create awareness on CPD program	T	0		23	(59)	2	(5.1)	1	(2.6)	13	(33.3)	2.89	1.410	-407.8	0.000
	C	0		2	(50)	0		0		2	(50)	2.50	1.732	-106.8	

In item 5 of Table 6, majority of respondents among teachers 38(97.4%) and CPD coordinators 4(100%) agreed that, the most valuable ways to record professional development activities in the school is using of portfolio. Only 1(1.1%) of respondents teachers are strongly disagreed with this practice. The calculated mean value of teachers (3.92) and coordinators (4.00) shows, respondents use portfolio to record professional development activities in the school. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators towards the Importance of portfolio for recording of professional development activities.

As stated MoE (2009), an individual teacher's annual CPD action plan should be kept in their teacher's portfolio professional portfolio and used as a guide to the type of information and evidence collected during the year. In addition, based on FGD result each respondent responded that they used portfolio to record continuous professional activities of teachers to show their contribution. From the findings the researcher suggest that both literatures and respondents agree in the importance of portfolio to record professional development activities in the schools but the practice lacks well organization and coordination among different schools in the study area.

Regarding Table 6 item 6 of above 34(87.2%) of respondents teachers and 4(100%) coordinators agreed that, they involve in need assessment of CPD planning. Only, 5(5.3%) of teachers strongly disagree with this assumption. The mean value of teachers (3.61) and coordinators (4.00) showed the need of assessment about CPD planning involve each stake holders. The p-value (0.000) indicates that, there was no significance difference between teachers and CPD coordinators o existing situations of participating in need assessment of CPD planning. On other hand the result obtain in document analysis shows; all schools selected for the study had different plans which dealt with CPD activities. The plan set based on priority needs the school assessed at the beginning of academic year. It is possible to say that the plans organized in the schools were participatory and designed as it involves different stake holders who support the implementation of the plans. However, the researcher observed different stages of the plans it was possible to say that ideas of CPD planning left on the paper without successful implementation.

According to MoE (2009b), CPD cycle start by taking the list of need we have gathered from all the stakeholders, after make sure the list is completed and decide on a maximum of ten most Important need is for the school. Next, consider which of these are related with the program

because of it can help to become a better teacher, help to improve student learning achievement and improve classroom practice. Based on this committee choose three CPD priorities for the school. The result obtained from FGD also shows the leaders participate stakeholders in need assessment of CPD planning. The researcher concluded that, however there was the plans which was prepared in the beginning of academic year based on active participation of stakeholder in certain schools it is not similar throughout the study area. So without involvement of stakeholder in planning of the program it may be difficult to succeed in the intended goals and the idea was left on the paper without successful implementation.

As it can be stated in Table 6 item 7 of above 23(59.0%) respondents of teachers agreed and 2(50%) of CPD coordinators undecided in practice of continuous training or workshop to create awareness on CPD program. The rest 13(33.3%) of teachers, strongly disagreed with this assumption. The mean value of teachers (2.89) and coordinators (2.50) shows, there was practice of training workshop to create awareness on CPD program. The p-value indicated that, there was no significance difference between teachers and CPD coordinators response towards the existence of continuous training to create awareness on CPD program. The result obtained in FGD and document analysis shows, even though school principals had been participating on different workshops arranged by regional education bureau, they didn't transfer information for school societies to give better awareness and understanding to both newly employed teachers and experienced teaching personnel. Moreover, what a researcher observed was that all materials dealing with CPD program given by regional education bureau were reserved in principal's office and they were not kept in library as reference for teachers and it is possible to say that teachers were involved in CPD program in most schools without having better understanding about the program.

From different authors Hassan (2005) stated that, professional development is an unbroken chain of activities which involves training being offered to the employees, systematic exercise of newly learned activities and proffering the feedback, yielding the time limits and providing the support by giving follow up. Besides, the result obtained from FGD shows, the coordinators provide training for teachers continuously. But there is absence of continuous training which given for CPD leaders. Based on finding the researcher suggest that even through, providing training helps for creating awareness there is absence of continuous training which was providing for CPD leaders and it may be caused for lack of awareness towards the program. The

result of observation in document analysis showed even though school principals had been participating on different workshops they didn't transfer information for school societies to give better awareness of professional teachers. And all materials dealing with CPD program given by different body were reserved in principal's office and they were not kept in library as reference for teachers.

#### **4.2.3. Capacity of leaders to lead continuous professional development program**

Table 8: Respondents view on capacity of leaders to lead continuous professional development

items	Respo	Responses										mean	Std.dev	t-value	p-value
		SA	A	UD	D	SD	F	(%)	F	(%)	F				
the school CPD program leaders have skills or abilities to lead the program effectively	T	0	29 (74.5)	0	0	10 (25.6)						1.78	3.23	1.32	0.000
	C	0	4 (100)	0	0	0						1.80	4.00	0.000	
Leaders of CPD program have better management skill to organize document related with professional development activities.	T	0	25 (64.1)	0	0	14 (35.9)						2.92	1.457	-394.4	0.000
	C	0	3 (75)	0	0	1 (25)						3.25	1.50	-122.3	
There is well role modeling and motivational experience from leaderships of CPD program	T	0	32 (82.1)	0	2 (2.1)	5 (12.8)						3.51	1.072	-532.5	0.000
	C	0	2 (50)	0	0	2 (50)						2.50	1.732	-106.8	
The school CPD leaders have experience of motivating individuals to engage in the program.	T	0	29 (74.4)	0	8 (20.5)	2 (5.1)						3.43	0.994	-574.9	0.000
	C	0	3 (75)	0	1 (25)	0						3.50	1.000	-183.0	

Results in Table 7, item 1 indicate that, 29(74.4%) of teachers and 4(100%) of coordinators believed that, the school CPD program leaders have skills or abilities to lead the program effectively. Only 10(25.6%) of respondents teachers strongly disagreed with this idea. The calculated mean value of teachers (2.06) and coordinators (1.90) shows, the school CPD program leaders have skills or abilities to lead the program effectively. The p-value (0.000) indicates that, there was no significance difference between teachers and CPD coordinators in the quality required from leaders of the program to lead the program effectively.

Among different authors Krishna (2011) stated that, CPD is a planned, continuous and life long process whereby teachers try to develop their personal and professional qualities to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organization and their pupils. The leaders of the program should have the knowledge, skills and experience appropriate to lead and prioritize needs. The result of FGD also showed the school principals select coordinators for a program based on experience, skills and knowledge teachers have to take part their responsibility. From this finding the researcher suggested that, as a result of having expected skill or abilities the leaders of the program selected to lead the program properly as stated in guide line of CPD program.

Item 2 of Table 7 shows, majority 25(64.1%) respondents teachers 3(75%) coordinators agreed that, the leader of CPD program have better management skill to organize documents related with professional development activities. Only 14(35.9%) respondents' teachers strongly disagreed with this idea. The mean value of teachers (2.92) and coordinators (3.25) shows, the leader of CPD program in the study area have management skill to organize document related with professional development activities. The p-value (0.000) indicate that, there was no significance difference between teachers and CPD coordinators perception towards management skill of the program leaders to organize document related with professional development activities.

As it is shown in item 3 Table 7 of the above, 32(81.1%) respondent of teachers and 2(50%) coordinators agreed that there was experience of role modeling and motivating from leaders for implementation of CPD program. From participant teachers 2(5.1%) of them were disagree with this idea. The mean value of teachers (3.51) and the coordinators (2.50) shows, there was role modeling and motivational experience of leaders in implementing CPD program. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD

coordinators in preposition of leaders to be role model and motivational experience or effective implementation of CPD program.

Among different authors Philippe and Julie (2005) leaders should have been role model by leading visibly and explicitly through enquiry based such as collaborative leadership learning or action learning sets. They should develop programs for participations that attract them into the training and help them to be reflective to practice the challenge of collaborative working and learning. The researcher concluded that however there where lack of resource and continuous motivation there was experience of modeling and motivation from leaders of CPD program in the study area.

Regarding item 4 Table 7, 29(74.4%) respondents' teachers and 3(75%) coordinators agreed that, the school CPD program leaders have experience of motivating individual teachers to engage in the program. The minority 8(20.5%) of respondents teachers disagreed with the idea. The calculated mean value of teachers (3.43) and coordinators (3.50) shows, the leaders of CPD program have experience of motivating individual to involve them in the program. The p-value (0.000) indicates that, there was no significance difference between teachers and coordinators perception towards experience of leadership in motivating them to participant in the program.

Authors like Philippiian and Julie (2005) stated, CPD leaders need to design in fact of consultation with others in varied mix of learning opportunities for the staff so as to motivate them as well as to meet the learning needs of different groups and ultimately to add value to what would happen in school anyway. In addition, Phlippaa and Julie (2005) indicate that, CPD leaders should be role model by leading visibly and explicitly through enquiry based modes such as collaborative leadership learning or action learning sets. They should develop programs for participants that attract them into the training and help them to be reflective and to practice the challenge of collaborative working and learning, e.g. in supported collaborative enquiry groups or through coaching. From this researcher concluded that, program leaders in the study area had experience of motivating and individuals to engage them in the program. But as a result of financing shortage and others reason it is not effective in majority parts of the study area.

Table 9: Respondents view on leaders to lead CPD program

Items	Responses											mean	Std.dev	t-value	p-value
	Respond	SA		A		UD		D		SD					
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)				
The leaders of CPD program have capacity to generate fund or materials that support to perform activities within the school.	T	0		28	(71.8)	0		8	(4.2)	3	(7.7)	3.50	1.063	-538.1	0.000
	C	0		3	(75)	0		1	(25)	0		3.50	1.000	-183.0	
The leaders of CPD program have managerial skills to overcome challenges encountering the program	T	0		28	(71.8)	0		8	(4.2)	3	(7.7)	3.50	1.063	-538.1	0.000
	C	0		3	(75)	0		1	(25)	0		3.50	1.000	-183.0	
Leaders of CPD program play their roles and responsibilities by organizing stakeholders to accomplish the activities that support teaching learning processes.	T	0		29	(74.4)	0		8	(20.5)	2	(5.1)	3.43	0.994	-574.9	0.000
	C	0		4	(100)	0		0		0		4.00	0.000		

As it is shown in Table 8 item 5 above 28(71.8%) Of respondents' teachers and 3(75%) coordinators believed in capacity of CPD program leaders to generate fund or materials that support to perform activities within their schools. The minority 8(20.5%) of teachers and 1(25%) coordinators disagreed with the idea. The mean value of teachers (3.35) and coordinators (3.50) shows, the leaders of CPD program have capacity in generating fund or materials that support the implementation of the program. The p-value (0.000) indicates that, there was no significance difference between teachers and CPD coordinators regarding the capacity of their schools leaders a generating or materials that support the implementation of the program.

As MoE (2013) stated, principals and other key personnel's serve as leaders, artfully combined pressure and other support to achieve school and district goals through engaging parents and other stakeholders in the education of their children to establish partnerships with key community institution that promote the welfare of all students. The result of discussion in FDG shows the leaders of the program search for additional budget that support for improvement of their schools. From this finding and data obtaining in observation however, majority of the leaders have a capacity in generating fund or materials that support the implementation of the program lack financial shortage and well coordination of stakeholders were resulted for absence of well implemented of CPD program.

As it was seen from item 6 of Table 8, majority 28(71.8%) respondent teachers and 3(75%) coordinators believed that the leaders of CPD program have managerial skills to overcome challenges encounters the program. Among all participant teachers 8(20.5%) of them was disagreed with the idea. The mean value of teachers (3.35) and coordinators (3.50) shows, the leaders of CPD program have managerial skills overcome challenges encountering the program. The p-value (0.000) indicates that, there was no significance difference between teachers and coordinators on managerial skills of leaders to overcome challenges encountering the program.

Authors like Joanne and Emer (2012) state that, knowledgeable teachers have better outstanding on interpersonal and leadership skills, underpinned by principles of fairness, compassion, integrity and equity. They recognize the talents of other and promote and encourage those people to achieve their potential. They apply critical analysis and problem solving skills to educational matters, and engage in ongoing professional learning need of others. Philippa and Julie (2005) also suggested five major skills for CPD leaders include: alignment, diversity, accountability, modeling and sustainability. To be aligned, leaders need to priorities CPD opportunities that are

explicitly linked but which build participants capacity to further refine that are context. Role modeling in CPD program reflects by urges people who works and solve problems collaboratively through acting influence rather than control

For this reason to sustainable of the program, leaders need to identify and harness professional skills for the program purpose and invite critical friendship and specialist input for challenges and support. Moreover, they should locate and coordinate existing experts such as advanced skills, teachers, experience practitioner, enquires or coaches. They should also identify others like local authority advisers, mentors or specialists. From the researcher suggested, the leaders of CPD program have managerial skills to overcome challenges encountering the program in the study area. For sustainability of the program, leaders identify, harness professional skills for the program purpose inviting specialist for support. But, this practice lacks continuity and uniformity in the study area.

Regarding the last items of table 8, 29(74.4%) respondents of teachers and 4(100%) of coordinators agreed that, leaders CPD program play the roles and responsibilities through organizing stake holders to accomplish activities that support teaching learning processes. The only 8(20.5%) of respondent teachers disagreed with the idea. The mean value of teachers (3.43) and coordinators (4.00) shows, the leaders of CPD program play their roles and responsibilities though organizing stake holders. The p-value (0.00) indicated that, there was no significance difference between teachers and CPD coordinators perception towards taking parts of personal responsibilities by organizing stake holders to perform activities in teaching learning processes.

From different authors Philippa and Julie (2005) stated that leaders need to identify professional skills for the program purposes and create critical friendship to get specialist for improving challenge and support. Moreover, they should locate and coordinate existing experts such as, teachers experienced practitioner, enquires or coaches. The results of FGD showed the leaders coordinates existing experts such as experienced teachers, PTA members and other government bodies of the schools for the success of program. Regarding to this items the researcher suggested leaders f CPD program play roles and responsibilities by organizing stake holders for accomplishment of activities that support teaching learning processes.

#### **4.2.4. Problems of leading continuous professional development program**

Table :10 Respondents view towards factors affecting leadership of continuous professional development

Items	Responses												mean	Std.dev	t-value	p-value
	SA		A		UD		D		SD							
	Respondent	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)					
<b>High turnover of CPD facilitators, time constraint on teachers and schools leaders</b>	T	0		29	(74.4)	6	(15.4)	4	(10.3)	0		3.64	0.668	-853.6	0.000	
	C	0		2	(50)	1	(12.8)	1	(25)	0		3.50	1.000	-113.0		
<b>lack of interest to participate in the program as a result of individual difference.</b>	T	0		29	(74.4)	0		8	(20.5)	2	(5.1)	3.43	0.994	-374.9	0.000	
	C	0		2	(50)	0		0		2	(50)	2.50	1.73	-106.8		
<b>Cultural factors which manifested through staff member's attitude towards support for training and development and lack of support from the stakeholders to develop innovative practice.</b>	T	0		29	(74.4)	6	(15.4)	4	(10.3)	0		3.64	0.668	-853.6	0.000	
	C	0		3	(75)	0		1	(25)	0		3.50	1.000	-183.0		
<b>Capacity factors related with: lack of finance, shortage of time and work overload both on the side of leaders and the staff members</b>	T	0		36	(92.3)	0		0	(25)	3	(7.7)	3.76	0.809	-703.5	0.000	
	C	0		3	(75)	0		1		0		3.50	1.00	-183.0		

Regarding item 1 in Table 9, 29(74.4%) respondents teachers and 3(75%) coordinators are agreed that, high turnover of CPD facilitators were one of the factors that affect practice of leading CPD program within the school. Have 6(15.4%) of coordinators undecided on idea. the minority 4(10.3%) teachers and 1(25%) coordinators disagreed with the idea. the mean value of teachers (3.64) and coordinators (3.25) shows, high turnover of CPD facilitators were one of the factors that affect practice of leading CPD program. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators towards factors affect the leading practice of program were high turnover of CPD facilitators to exercise CPD activities.

Among different organization MoE (2009) list out different factors that affect practice of leading CPD in secondary schools. Some of these are: failure to synchronies the career structure and the CPD value and activities, high turnover of CPD facilitators, time constraint on teachers and schools leaders, CPD programs lagging behind its time and tendency of rushing on cover the course, absence of adequate resource and lack of systematic collaboration between stake holders. From this researcher identified action like: high turnover CPD facilitators and time constraint s challenges for practice of leading CPD program in the study area. These were realized from result of FGD.

Regarding items 2 Table 9 of above 28(74.4) respondent of teachers agreed and 2(50%) of coordinators undecided in having of low interest to participate in CPD activities as a result, individual difference resulted as challenges of leading CPD program. The mean value of teachers (3.43) and coordinators (2.50) shows, individual difference result for losing interest to participate in CPD activities were one of the factors that affect the leaders of CPD program. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators losing interest to participate in CPD activities as a result of individual difference were one of the factors that affect the leaderships of CPD program.

As researcher et al. (2010) finding in the study shows, there were some differences in the take-up of CPD among population they took for the study. Participation is most common among mid-career teachers aged group between 40 and 49 years. Again he stated in line with international literature which identifies age, gender and experience of teaching are determinant of CPD take-up. Based on this item the researcher concluded that, having difference in age, and sex caused for interest or motives to participate in CPD activities. The literature also realized that age, gender and experience of teaching are determinant of CPD take-up.

As it can be shown in item 3 of the same Table, 29(74.4%) respondents teachers and 3(75%) coordinators agreed that one of the factors that affect leading of CPD program were cultural factors which manifested through staff members attitude towards support for training and development and lack of support from the stake holders to develop innovative practice. The calculated mean value of teachers (2.59) and coordinators (2.40) shows, one of the factors that affect leading of CPD program were cultural factors which manifested through staff members attitude towards support for training, development and lack of support from the stake holders to develop innovator practice. The calculated p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators response towards factors that affects leading of CPD program were culture factors which manifested through staff members attitude to support the program that help innovative practice.

According to Peterso and Deal (2002) stated, school culture are the set of norm, belief, value, rituals, ceremonies and symbols that make up person of the school. Similarly, Recharadson (2001) described the school culture as the accumulation of many individuals' values and norms as well as their consensus about what's right and their expectation as a collective entity. To improve this practice loxlely et al. (2007) stated the required things are the sensitivity to the interconnections between the individual practitioner, the school and the education system in which both teacher and school are located. From this finding the researcher concluded that, cultural factors which manifested through staff members, lack of awareness or attitude, lack of training and lack of support from the stakeholders to develop innovative practices are the major challenges faced practice of leading CPD program.

As stated in item 4 of the same Table, 36(92.3%) respondents teachers and 3(75%) coordinators agreed that, capacity factors which related with lack of finance, shortage of time and work overload both on the side of leaders and the staff members caused as a factors which hinders leadership effectiveness in leading CPD program. The mean value of teachers (3.64) and coordinators (3.50) shows, lack of finance, shortage of time and work overload both on side of leaders and staff members resulted as factors affecting practices of leading of CPD program. The p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators towards factors affecting leading of the program.

Among different authors Mark (2010) stated, factors like shortage of time, work overload both on the side of leaders and the staff members and the financial can hinder the effectiveness of

leadership and Implementation of CPD program. From others, Czech school inspectorate (2010) illustrated that, the largest obstacles to participation in further education included: lack financial resources, problem in covering for missing teachers in class and difficulties for transport from smaller municipalities. From the finding the researcher identified the major problems like: lack of financial, shortage of time, work overload both on side of leaders and the staff members as problems affecting practice of leading CPD program.

Table 11: Respondents view about factors affecting leadership of CPD program

Items	Respo	Responses										mean	Std.dev	t-value	p-value
		SA		A		UD		D		SD					
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)				
Familiarity with new profession and occupational standards resulted for lack of skill knowledge.	T	0		29	(74.4)	0		8	(20.5)	2	(5.1)	3.43	0.994	-574.9	0.000
	C	0		2	(50)	0		0		0		1.80	1.154	-159.3	
The diversity role of staff members in a given school for delivery of CPD program in varied ways and incompatibility of interest between the school and individual need	T	0		29	(74.4)	2	(5.1)	8	(20.5)	0		3.53	0.882	-694.6	0.000
	C	0		3	(75)	0		0		0		2.10	0.568	-122.3	
Lack of skills, abilities and capacities of CPD program leaders to lead the program in right way	T	0		22	(56.4)	0		17	(43.6)	0		3.12	1.00	-571.2	0.000
	C	0		3	(75)	0		1	(25)	0		3.50	1.00	-183.0	

Regarding to item 5 Table 10, 29(74.4%) respondents of teachers and 2(50%) coordinators that attending new profession and occupational standards resulted for lack skills and knowledge. The minority 8(20.5%) teachers and 2(50%) disagreed with the idea. the calculated mean value of teachers (3.43) and coordinators (3.00) showed attending new profession and occupational standards resulted for lack of skill and knowledge which result as s factors affecting leading of CPD program. The calculated p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators, in attending new profession and occupational standards resulted for lack of skill and knowledge caused as a factors affecting leadership of CPD program.

As MoF (1998) stated, newly deployed teachers usually need more time for preparation and should provide opportunity to observe other staffing operation in the class room and other activities of teaching profession. Again the finding of Richter et al, (2010), shows that, there were some differences in the take-up of CPD among population they took for study. Participation is most common among mid-career teachers aged group between 40 and 49 years. Take-up of CPD slowly decreases from this point onward throughout the teaching career. Moreover, teachers in the early part of their career are most likely to participate in no or very low amounts of CPD activities in a year. From the fining the researcher identified joining new profession, occupational standards resulted for lack of awareness, skills and knowledge affects the practice of the program.

Regarding to item 6 of Table 10, 29(74.4%) respondents of teachers and 3(75%) coordinators agreed the diversified roles of staff members in a given school for delivery of CPD program in varied ways and incompatibility of interest between the school and individuals need caused as factors affecting leadership of CPD program. Among the total participants 8(20.5%) teachers and 1(25%) coordinators disagreed with the idea as challenges of the program. Only 2(5.1%) teacher's undecided in the idea. The mean value of teachers (3.53) and coordinators (3.25) shows, the diversified roles of staff members in a given school for delivery of CPD program in varied ways, incompatibility of interest between the school and individuals need the challenges which encounter CPD leadership. The calculated p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators towards diversified riles of staff members and incompatibility of interest caused as factors affecting CPD leadership.

According to Mark (2010) the problem related which incompatibility of interest happened while identifying CPD needs. As a result, some time the individual interest may not be compatible with

the interest of the school. So, it become challenging for CPD leaders to meet such conflicting interests. For this reason the identification and evaluation of the impact of CPD pauses another challenge to the CPD leaders. There are no mechanisms which enable them to precisely and economically measure the impact of CPD on teachers practice. Based on the result, the researcher identified the activities such as: diversified roles of staff members and incompatibility of interest between the school and individual need caused as factors affecting leadership of CPD program.

Item 7 Table 10 of the above shows, 22(56.4%) teachers' respondents and 1(25%) coordinators agreed problem related with lack of skill, abilities and capacities of leaders affect leadership skill in leading CPD program. The rest 17(43.6%) of teachers and 3(75%) coordinators disagreed with the idea. the calculated mean value of teachers (3.12) of teachers and (2.50) shows, problem related with lack of skill, abilities and capacities affect leadership skill in leading CPD program. The calculated p-value (0.000) indicated that, there was no significance difference between teachers and CPD coordinators, perception towards problems of skills and abilities to affect leadership capacity in the study area.

The result obtained from FGD shows, all respondents' coordinators including principals responded that, being new leaders without training, having problem of skill, abilities and capacities affect leadership skill in leading CPD program. From this finding the researcher understand that, lack of skill, abilities, delivered training and capacities affect leadership managerial skills in leading CPD program. However, diversified response was forwarded the researcher identified problem of skill, abilities and capacities as additional factors that challenges CPD program.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful to enhancing the status and challenges of leading CPD programs.

### 5.1. SUMMARY

The main purpose of the study was to investigate the status and challenges of leading CPD programs in HRS secondary schools. In doing so, the study has the following objectives: to investigate the extent to which leadership of CPD programs is practiced by secondary school leaders of the continuous development program, to test for significant differences between respondents (teachers and CPD coordinators) towards the practice and capacity of leaders in leading this program, to identify how CPD is perceived by the program leader, to identify how effective CPD is being led by school leaders, to assess challenges in leading CPD programs, and to find alternative solutions for factors affecting the practice of leading CPD in secondary schools of HRS.

Descriptive survey method was employed to see the current status and challenges of leading CPD programs. Similarly, mean, standardization and t-test were used to identify whether there is a significant difference between respondents (teachers and CPD coordinators) towards the status, challenges and capacity of leaders in leading CPD programs at the time of analyzing data.

The study included 4 secondary schools in HRS. There were 39 teachers and 4 CPD coordinators who responded in the questionnaire. The rest 8 participants (principals and supervisors) participants of FGD were selected based on availability sampling and representative teachers were selected from the study area based on lottery method.

The analysis of the responses to questionnaires, document analysis and FGD with coordinators, principals and supervisors from four secondary schools help to obtain the following major findings.

#### 1. Issues related to perception of CPD leader toward the program

The participant teachers and CPD coordinators have a positive attitude towards the continuous development program; they did not consider it as an extra burden. As a result, they benefited from the program to develop in their career structure. Again, the participants responded that it has benefits to

look at the whole of their life by assessing their work life balance in home and work place by improving their personal performance which helps to act as professional teachers. But from document analysis result the researcher observed that teachers did not apply principles, knowledge and content they obtain from CPD program for class room instruction because they attitude the program simply for their appraisal or for their own career structure allowed for them after three years.

## 2. Issues related to effective practices of leading CPD program

Most of the respondents agreed that, the existence of CPD program leaders help for effectiveness of the program. Throughout their schools there were appropriate practices leading CPD program by involving stake holders in need assessment of CPD planning as stated in guideline. But, the implementation of the program lacks continuous monitoring and evaluation technique including well organizing portfolio. Even though, providing training helps for creating awareness there is absence continuous training which provided for the leaders of the program. Even though different recorded document were prepared based on participatory ways certain ideas left on the paper without successful implementation. There was lack of follow up activities by CPD coordinators and school administration to provide constructive comment to the teachers. As a result, most teachers organized their portfolio by copying from each other since there had not been experience teachers and CPD coordinators.

The majority of respondents suggest that, the school CPD program leaders have management capacity or abilities to lead, motivated and organize documents related with professional development activities. The finding showed the role and responsibilities of those leaders in generating funds or materials that support the schools to perform activities. However, CPD program leaders in the study area have managerial skills to overcome challenges encountering the program and coordinate existing experts such as advanced skills, teachers and experienced practitioner, they lacked to identify local and international NGOs, mentors or specialist and etc for better material, financial and technical supports. Again, from result obtain through document analysis a researcher identify all materials dealing with CPD program given by regional education bureau were reserved in principal's office and they were not kept in library as a reference for teachers. It is possible to say that teachers were involved in CPD program in most schools without better understanding about the program. Challenges involved in leading CPD program.

### 3. The finding of the study confirmed that factors like:

high turnover of CPD facilitators, time constraint on teachers and school leaders, failure to synchronies with career structure, absence of adequate resource, lack of awareness, skills and knowledge, lack of systematic collaboration between stake holders, individual difference were the major factors that affect the leaderships of CPD program. In addition, the diversified roles of staff members, incompatibility of interest between school and individual need, cultural factors which manifested through staff members attitude towards support for training, capacity factors which related with: lack of finance, shortage of time and work overload both on side of leaders and the staff members were other factors which hinders leadership effectiveness to lead CPD program.

## 5.2. CONCLUSION

Based on finding of study it is possible to arrive at the following conclusion

As indicated in the findings, respondents have positive attitude towards leadership practice of continuous development program as a result of its importance for career development, improve personal skills to look and assess daily activities both in home and work place. But, as a result shows those teachers did not apply principles, knowledge and content them obtain from CPD program for class room instruction and they attended the program simply for their appraisal or for their own career structure development.

The practice of leadership in CPD helps for effectiveness of the program through involving and coordinating stakeholders in need assessment of CPD planning. But. The implementation of the program lack of continuous monitoring evaluation techniques including well organized portfolio. However, different stage of plans was prepared based on participatory ways and the idea was left on the paper without successful implementation resulted from lack of continuous monitoring and evaluation techniques. Even though, training helps for creating awareness, there is absence of continuous training which provided for leaders of the program. The same is true in the study area. However the leaders have capacity to lead the program but not interpret their capacities in to practice in leading CPD program.

The result of the study identifies factors like: high turnover of CPD facilitators, time constraint, failure to synchronies with career structure, absence of adequate resources, lack of awareness, skill and knowledge, lack of collaboration between stake holders, individual

difference were the major factors that affect the leadership of CPD program. The remaining factors like: the diversified roles of staff members, incompatibility of interest between the school and individuals need, cultural factors which manifested through staff members, capacity factors which related with; like of finance, shortage of time and work overload both on the side leaders were other factors which hinders leadership effectiveness in CPD program.

### **5.3. RECOMMENDATIONS**

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

1. Hence respondents have positive attitude in the program; the ministry should to set clear policy which links the program with career structure development. The responsible body especially MoE should to revisit its promotion procedures as the current system is frustrating and demotivate teachers. Government should given certificates of value after attending CPD training and these should be considered in promotions. The concerned body starting from ministry of education to lower body should provide training program using the expertise available in the organizations.
2. To minimize problems facing the practice of leading CPD program all stakeholders starting from principals of the school have to motivate, support professional teachers to involve, minimize great turnover in work place, generate more resource for allocation, create awareness on the program and individual difference for better implementation of the program.
3. Teachers should have to constrain 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.
4. The leaders of the program and education bureau experts should strongly to collaborate and work for minimizing the diversity roles of staff members through assigning professionals and prioritizing the problem in CPD planning. Again they should to prepare continuous training and work shop for school community in order to alleviate the cultural factors, capacity factors which related with lack of finance. The program leaders should

be supported by coaching or mentoring by experienced colleagues, education bureau expert or other stake holders.

5. Since the leader of CPD program require personal and professional qualities, knowledge, skills and practice for effective implementation of the programs, the concerned body should to facilitate for long and short term training and leaders should follow the arranged training scheduled program for improvement of their organization and pupils. The MoE should provide continuous training for leaders of CPD program to develop their managerial skill, knowledge and experience to organize documents related with professional development activities. If the ministry takes these measures, it may improve leadership managerial skill to overcome challenges encountering the program.
6. To alleviate problem related with high turnover of CPD facilitators or experienced teachers; REB and MoE should conduct more research for personal development of professional teachers and take measures through; improving personal income and exchange or placement of experienced teachers with similar ones.
7. The Ethiopian government should seriously look into issues of salaries for teachers and think of alternative means of supplementing the salaries. One such way is ensuring regular administration of a hardship allowance for teachers. This would liberate them and with a liberated mind, they can easily focus on the implementation of what they learn from CPD training.
8. For observed problems from school CPD plan, the researcher recommended different stakeholders beginning from CPD coordinators, bureau CPD case holder should jointly work together for improvement of both long and short term CPD priority plans. They should have to make sustainable follow up teacher's activities on CPD program through providing necessary support on any case or problems they face. Close supervision activities should be implemented by CPD coordinators of the school on any CPD program under taking by newly deployed teachers to minimize the chance of copying from each other. Important CPD materials and guide lines should be kept in the library to be source of reference for teachers.

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## APPENDICES

**HARAMAYA UNIVERSITY**  
**POSTGRDUATE PROGRAM DIRECTORATE**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and Management**

**APPENDIX – I**

**Questionnaire to be filled by teachers and principals**

**Dear Respondents!**

This is M E research. The purpose of this questionnaire is to collect data for a paper involved to investigate status and challenges of leading continuous professional development in government secondary school of Harari regional state 2014 E.C and to recommended possible solutions for further improvement for continuous professional development. Thus, your cooperation in responding to the questions honestly and timely is very essential to the success of this study. Your response will be kept confidential.

General directions

- ❖ No need writing your name on any page
- ❖ Indicate your responses by putting a tick X in the box provided under
- ❖ rating scales and write your idea on the provided black space if any
- ❖ All the questions are equally important. Thus, you are kindly requested
- ❖ Answer all the questions
- ❖ Please, follow instructions provided for each part of the questionnaire Thank you in advance for your kind cooperation.

Scale 5-Strongly Agree

4-Agree

3-Undecided

2-Disagree

1- Strongly Disagree

**Part I general background of the participant**

**Instruction: Please answer the following questions accordingly.**

1. Name of the school \_\_\_\_\_
2. Sex: M  Femal
3. Age category: 25-30 yea  31-35 ye   
36-40 years  >41

4. Level of education:

Diploma  Degree  MA/Msc

Other (please specific) \_\_\_\_\_

5. Current position:

Principal  vice principal  Supervisor  Teacher

6. Total service year:

0-5 years  6-10 years

11-15 years  above 16 years

7. Department \_\_\_\_\_

PART I: questions related to how the CPD program is perceived by the stake holder

Consider the extent to which CPD program are perceived by you and scale the following SA: strongly agree, A: agree, UD: undecided, DA: disagree and SD: Strongly disagree

N	Items	5 SA	4 A	3 UD	2 DA	1 SD
1	Participating and leading of CPD program help me to develop in my career by improving my skills and experiences.					
2	CPD assist me to look at the whole of my life and asses my work life balance.					
3	I involve in CPD program to improve my performance to practice as a teacher					
4	It is required to carry out CPD as part of assessment on my regular work.					
5	It is an obligation for me to carry CPD as a teacher and complete at a time					
6	I consider CPD as extra Burdon on me					
7	I benefit a lot from in terms of improving practice					

Part II: Questions related to practice of leading CPD program

Consider the extent to which practice of leading CPD program are applicable in your school scale the following SA: strongly agree, A: agree, UD: undecided, DA: disagree and SD: Strongly disagree

No	Items	5 SA	4 A	3 UD	2 DA	1 SD
1	The existence of leaders for management of CPD program help for effectiveness of the program					
2	Throughout our school there is practice of leading CPD program as stated in guide line					
3	The leaders of CPD program provided me necessary support to engage in and benefited from the program					
4	As a leader of CPD program I'm employed monitoring and evaluation techniques in way effective					
5	One of the most valuable way to record professional development activities in the school is using of portfolio					
6	Every stakeholders involve in need assessment of CPD planning					
7	There is continuous training or workshop to create awareness on CPD program					

Part III: Questions related to capacity of leaders to lead CPD program

Rate the statements about the capacity of leaders towards of CPD program by your school and scale the following SA: strongly agree, A: agree, UD: undecided, DA: disagree and SD: Strongly disagree

No	Items	5 SA	4 A	3 UD	2 DA	1 SD
1	I have skill or abilities to lead the program effectively					
2	I have better management skill to organize document related with professional development activities					
3	I have good role modeling and motivational experience from leaderships of CPD program					
4	I have experience of motivating individuals to engage in the program					
5	I have capacities to generate fund or materials that support to perform activities of CPD program					
6	I have managerial skills to overcome challenges encountering the program					
7	I'm playing my roles and responsibilities in organizing portfolios of activities that performed in school.					

Part VI: Questions related to problems of leading CPD program

Rate the factors that affect the practice of leading CPD at your school in the following table by using an “x” mark. SA: strongly agree, A: agree, UD: undecided, DA: disagree and SD: Strongly disagree

No	Items	5 SA	4 A	3 UD	2 DA	1 SD
1	High turnover of CPD facilitators and time constraint on school leaders					
2	Lack of interest to participate in the program as a result of individual difference in age and sex					
3	Cultural factors which manifested through staff members attitude towards support for training and development and lack of support from the stakeholders to develop innovative practice					
4	Capacity factors which related with; lack of finance, shortage of time and work overload both on side of leaders and the staff members					
5	Familiarity with new professional and occupational standards resulted for lack of awareness, skill and knowledge					
6	The diversified roles of staff members in a given school for delivery of CPD program in varied ways and incompatibility of interest between the school and individual need					
7	Lack of skill, abilities and capacities of CPD leaders to lead the program					

**HARAMAYA UNIVERSITY**  
**POSTGRDUATE PROGRAM DIRECTORATE**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and Management**

**APPENDIX – II**

**FGD questions for school principal and supervisor**

**Dear Respondents!**

This is M E research. The purpose of this questionnaire is to collect data for a paper involved to investigate status and challenges of leading continuous professional development in government secondary school of Harari regional state 2014 E.C and to recommended possible solutions for further improvement for continuous professional development. Thus, your cooperation in responding to the questions honestly and timely is very essential to the success of this study. Your response will be kept confidential.

General directions

- ❖ No need writing your name on any page
- ❖ Indicate your responses by putting a tick X in the box provided under
- ❖ rating scales and write your idea on the provided black space if any
- ❖ All the questions are equally important. Thus, you are kindly requested
- ❖ Answer all the questions
- ❖ Please, follow instructions provided for each part of the questionnaire Thank you in advance for your kind cooperation.

Scale 5-Strongly Agree

4-Agree

3-Undecided

2-Disagree

1- Strongly Disagree

**Part I general background of the participant**

**Instruction: Please answer the following questions accordingly.**

8. Name of the school \_\_\_\_\_
9. Sex: M  Fema
10. Age category: 25-30 yea  31-35 ye   
36-40 years  >41

11. Level of education:

Diploma  Degree  MA/Msc

Other (please specific) \_\_\_\_\_

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13. Total service year:

0-5 years  6-10 years

11-15 years  above 16 years

14. Department \_\_\_\_\_

Part V: general essay question on leadership of program

1. How is CPD program perceived by you?

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.....  
.....

2. What are the factors that affect your leadership in CPD in your school?

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.....  
.....

3. How effective is CPD being led by you?

.....  
.....  
.....

4. What are the alternative solutions for factors affecting practice of leading CPD program in your school?

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.....  
.....

THANK YOU

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**APPROVAL SHEET**  
**HARAMAYA UNIVERSITY**  
**POSTGRADUATE PROGRAM DIRECTORATE**

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**Status and Challenges of Leading Continuous Professional Development in  
government Secondary School of Harari Regional State**

Submitted by

Jemal Ahmed usman

\_\_\_\_\_

\_\_\_\_\_

Name of student

Signature

Date

Approved by

1. Major Advisor

Signature

Date

Bahar Adem (PhD)

\_\_\_\_\_

\_\_\_\_\_

2. Co- Advisor

Signature

Date

Garkebo Basha (PhD, Associate Prof.)

\_\_\_\_\_

\_\_\_\_\_

3. Chairman, DGC

Signature

Date

4. Dean, PPD

Date

Signature

\_\_\_\_\_

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\_\_\_\_\_