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SCHOOL LEADERS' PRACTICES OFMANAGING AND LEADING TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT IN MEKELLE CITY

BY

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SCHOOL LEADERS' PRACTICES OF MANAGING AND LEADINGTEACHERS CONTINUOUSPROFESSIONAL DEVELOPMENT IN MEKELLE CITY

A Thesis Submitted to the School of Graduate Studies of Bahir Dar University in partial fulfillment of the requirements for the degree of Master of Arts in Educational Leadership

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This is to certify that the thesis prepared by Kidanemariam Bisrat Hadera entitled: School Leaders Practices of Managing and Leading Teacher Continuous Professional Development and Challenges in Mekelle City, and submitted in partial fulfillment of the requirements for the degree of arts or Master of Education in Educational Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Chair of Department or Graduate Program Coordinator

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ACRONYMS

CPD	Continuous Professional Development
ESDP	Educational Sector Development Program
MOE	Ministry of Education
TREB	Tigray Regional Education Bureau
UNSCO	United Nations Educational Scientific and Cultural Organization
ETP	Education and Training Policy
TESO	Teacher Education System Overhaul
PTA	Parent Teachers' Association

ABSTRACT

The purpose of this study was to assess the practice and challenges of school leaders' in managing and leading continuous professional development. The study focuses on basic questions like the school leaders' involvement in planning and implementation, the practice of leading and managing CPD activities, and challenges facein managing and leading of the CPD program. While conducting this research, quantitative method was employed and supplemented by qualitative approach. All nine secondary schools from Mekelle city were used in the study. From these schools 116 teachers and 90 school leaders (supervisors, principals, vice principals, unit leaders, facilitators and mentors) participated on responding the questionnaire. Sub-city CPD focal persons were participated in the interview, school CPD plan, CPD module, portfolio and other related CPD documents also taken for checking the quantitative data. To analyze the data, descriptive survey was used. To check significant statistical difference between the teachers' percentage responses and the school leaders' percentage responses t- test were taken. The major findings of the study indicated that involvement of school leaders in planning and in implementation of CPD were not systematic and not well organized. This is because of lack of resources, lack of trainings, workshops and experience sharing forums for teachers, lack of proper feedback provision, and inability to link CPD activities with students' achievement. Besides, there were problems in stipulating teachers' duties, monitoring CPD plan in implementation, promoting research culture and linking it with CPD program, proving effectiveness of need analyses conducted by each teacher, and selecting and sharing best models of CPD practice. The entire program was hampered by different challenges such as: inadequacy of resource, workload of mentors and facilitators, lack of school teachers and facilitators' interest and commitment in planning and implementation. Therefore, it is recommended to plan and implement in light of CPD national framework, to work with collaboration of sub-city and city education officers in monitoring, to communicate with responsible bodies about incentive of effective CPD performers. So the school leaders need close follow up and support for their effective leadership and management of CPD to improve students' achievement.

CHAPTER ONE: INTRODUCTION

This chapter contained background of the study, statement of the problem, purpose of the study, significance of the study, delimitation of the study, limitation of the study and operational definitions.

1.1. Background of the Study

One of the basic purposes of education is to produce trained human resource which can overcome development obstacles of a given country. The schools are primarily responsible for the production and provision of qualified human resource. They are in charge of achieving educational objectives expected to shape pupils in accordance with the needs and interest of beneficiaries. Generally it is believed that the society's future depends on the success of schools in effectively carrying out their objectives. In order to accomplish their objectives schools need to deliver learning through effective teaching (Krug, 1992). Its success is determined by the school outcomes, the quality and quantity of graduates. However, this cannot be attained without adequate and proper provision of continuous professional development programs (CPD) for teachers. The responsibility for proper and adequate provision of CPD rests with the school instructional leaders (the unit leaders, vice principals, principals and supervisors).

In relation to the tasks expected from the school leaders for effective instructional leadership, different authors and researchers have developed different conceptual frameworks based on the characteristics of effective schools and effective leaders. School leaders conceptualized instructional leadership in terms of planning, staff and program development and evaluation activities using such organizational properties, in order to influence the quality of instruction as well as student achievement (Snyder, 1983). Considering such limitation of Snyder's conceptual model, Hallinger and Murphy, (Hallinger and Murphy, 1987) developed a three dimensional conceptual framework of instructional leadership which embraces ten functional categories. These are framing goals, communicating goals, knowledge of curriculum and instruction, coordinating

curriculum, supervising and evaluating instruction, monitoring progress, setting standards, setting expectations, protecting time and promoting improvement.

As it is stated in the Ethiopian Education and Training Policy (MOE, 1994), the educational management should be democratic, efficient and professionally coordinated to bring about school effectiveness. In addition, the management of teachers and other educational personnel will be organized based on professional principle, professional code of ethics, working condition, incentives and professional growth and overall right and duties. Currently, the Government of Ethiopia made the education sector its agenda to insure quality education for all citizens, which was launched as a major nationwide reform program to improve the quality of general education. The objective of the reform is to increase students' achievement. The programs are being implemented in the form of general quality improvement package. One of the programs which, strengthens students' achievement is continuing professional development (CPD) for serving capacity development instructional leaders and teachers to improve school leadership and management (MOE, 2006).

Successful school leadership and management is one of the key conventional terms where the success of a school is being celebrated. In this regard, research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students' achievement.

To succeed with quality education, teachers and school leaders should play great role by effectively implementing CPD program, and this program could also show continuous improvement through school leaders' role.

CPD program is central for school leaders and teachers as it helps them. For this reason, school leaders are expected to play their roles in managing the program and making it effective. By doing so, school leaders can make a difference in the school setting and become transformational leaders. This is the way that enables them to generate new innovations and scale up students' achievement which indicates the crucial role of school leaders. King (2002).

Schools often link CPD to objectives or targets as identified in both school improvement and personal development plans, & these in turn are related to a system of performance management or staff appraisal Southworth (2002). In this way, it is likely that an appropriate balance will be retained between school and the personal and professional needs of the individual- between what has been referred to, more generally as hard and soft aspects of human resource management.

According to Day (1999) a network is an extended group of people or organizations with shared interests or concerns who interact and remain in formal or informal contact for mutual assistance and support. In the recent time, government departments initiate the establishment of net working for students, teachers and other school personnel. This network is being assumed that promotes students' learning, teachers' way of teaching in particular and renders quality service for the community they serve in general. In realizing this objective, CPD has a central role for two reasons. First, CPD provides a way of drawing a large number of people into helping to achieve network goals. Second, it is a means of knitting the benefits of greater access to specialists and a wide range of perspectives to the network of making attractive the teaching and learning process. So school staff will always feel the need to be valued and this should not be forgotten when considering the balance between identifying and meeting individual and school needs using CPD networking.

Leadership of continuing professional development in networks self-evidently makes demands over and above those of leading CPD in schools. It demands additional time and additional psychological, practical, organizational and emotional openness to others. It also extends the range over which communication and co-ordination has to take place. So the benefits have to outweigh the demands. This framework is geared to enabling school leaders not only to lead CPD in networked contexts more effectively; it also tries to help them weigh up when leading CPD in a networked rather than single school context makes sense. (Day, C, 1999).

According to the new CPD framework and toolkit documents (MOE, 2009b), the CPD is a developmental program that moves in a cyclical path anchored at four stages namely:

Analyze→ Plan→ Do→ Evaluate. The aim of the new CPD is "to improve the performance of teachers in the classroom in order to raise students' achievement and learning. It is a career-long process to improve knowledge, skills and attitudes centered on the local context particularly classroom practice" (MOE, 2009a, p.16).

Research supports the argument that school leaders need continuous professional development (CPD) to support their efforts toward school improvement and to revitalize their commitment to maintaining positive learning communities (Barth, 1986; Guskey, 1997; Guskey, 2003; Hoffman & Johnston, 2005; in Barbara, Mary & Christine, 2005).

In Ethiopian context, Continuous Professional Development (CPD) can be placed into two categories. Updating which is a continuous process in which every professional participates during their career and upgrading which is the process by which professional can choose to participate in additional study outside their regular work at appropriate times in their career, that is convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree (MoE 2009).

Continuous Professional development has multiple purposes (OECD, 2005) which include facilitating implementation of educational policies, acquainting educators for new functions, meeting school needs, and individual school leaders' personal enrichment. Hence, professional development activities have significant positive impact on teaching and learning process (Villegas-Reiners, 2003; UNESCO, 2006). Conversely, Menter, Hulme, Elliot, &Lewin (2010) have indicated the weakness of professional development as having externally imposed parameters.

A number of studies indicate that in schools with high achievement and a clear sense of community, components necessary for school improvement, school leaders make the difference (Boyer 1983; DuFour, 1991; Elmore, 2000; Hallinger& Heck, 1998). And also improved professional development gives school leaders not only the confidence to take on their leadership roles, but also the competence to be successful and motivated through satisfaction with their work (Howley, Chadwick, &Howley, 2002; Mann, 1997).

Hence, the purpose of this study was assessing the practices and challenges of school leaders in managing and leading continuous professional development (CPD) program in government secondary schools of Mekelle city of Tigray Regional State.

1.2. Statement of the Problem

Increasing teachers' learning opportunities is currently viewed as one of the most important ways to improve the quality of teaching. Moreover, CPD program is becoming an important reform strategy in schools. The current Education and Training Policy (ETP, 1994) envisages CPD program at all school levels. To realize this, MOE (2003) introduced Teacher Education System Overhaul (TESO) and the program was very successful in Teacher Colleges in achieving the desire objective of the Ministry of Education. Therefore, the CPD guidelines' are central or pivotal to strengthen teachers' professional competences and improves students' achievements. As a result, the Ethiopian Ministry of Education has intended to broaden this program to Primary and secondary schools to have competency in their school performance. MOE (2003) in its ESDP III document reported that teachers do not continuously update their competencies and skills. Concerning this, Craft (2000) stated that the dynamic nature of the educational environment cannot be easily managed without continuous learning. Hence, teachers must continuously develop and modernize their range of skills, knowledge and techniques, in order to best utilize the new curricula and support continuous education reforms. Moreover, teachers should continually improve and update their competences and skills for the benefit of the society and the students they serve. This indicates that in a rapidly and permanently changing world being certified in pre-service training is not the only guarantee to become a well informed and effective teacher. Thus, teachers must continuously teach themselves as they teach the students. Therefore, CPD has been formed to be the most effective process and system of learning, experiencing and sharing throughout the teacher's career.

To this effect, the MOE has launched CPD program as a new reform of reaction that intended to solve the problems of educational quality by updating and upgrading teachers and school leaders. 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 is attained or not. Gizaw (2006) reported that there is a doubt whether the CPD programs are actually managed or practiced at school level like other activities of schools. This implies that there might be a gap between what has been intended and what is going on in actuality of the CPD practices.

In addition, the student researcher initiated to study the current practice of CPD in schools seems to be out of the guideline. Due to unknown reasons there is a great confusion in planning, implementing, leading and managing CPD program. If CPD is not led, organized, managed or practiced properly, schools could not start functioning as an effective learning community, creating supportive climate, conducting productive professional practice and ultimately improving students learning process. The reason why this title was selected for the study is that reports, conferences and annual review meetings conducted at regional level in 2012 and 2013 revealed that school leaders' weakness in managing CPD program is wider in secondary schools as compared to primary school leaders (TREB, 2012 -2013)

On top of that, the researcher, as an expert in Tigray Education Bureau, participated in various CPD related activities such as selecting model schools, training need assessment and experience sharing. From the researcher observation the current practice in leading and managing CPD was not well managed and organized. Thus, it could be possible to say that it was not uniformly and smoothly practiced at the school. This creates a curiosity to investigate the practices and challenges in leading of CPD program in government secondary schools.

Therefore, this study tries to investigate the practices and challenges in managing and leading continuous professional development in secondary schools. For this reason the following research questions were addressed in the study.

1. To what extent do secondary school leaders involve in the planning of CPD?
2. To what extent do secondary school leaders involve in the implementation of CPD?

3. What are the practices used to lead and manage CPD activities in secondary schools?
4. What are the major challenges in managing and leading school based CPD in secondary schools?

1.3. Purpose of the Study

The main purpose of this study was that to assess and investigate the leading and managing of CPD by school leaders in mekelle city secondary schools and address alternative suggestions for better practice of CPD program. Therefore, The purpose of this study was:

- To examine the practice of planning CPD program in school levels of secondary schools.
- To investigate the extent of implementation of CPD program in secondary schools.
- To show how school leaders are leading and managing CPD program in secondary schools.
- To identify the challenges/problems of school leaders in managing and leading CPDs in secondary schools.

1.4. Significance of the Study

The study provides paramount importance in the following ways:-

- It may assist the education offices to pay due attention to the involvement of school leaders towards the CPD program and its practices at school levels.
- It may help school leaders to grasp the status of leading and managing school based CPD for secondary school
- It may initiate secondary school leaders to actively engage themselves in planning, implementing, leading and managing of CPD program;
- It may help school leaders of secondary schools to develop better mechanisms in detecting challenges of CPD programs;
- Finally, it may serve other researchers as a stepping stone to conduct further studies in areas related to CPD.

1.5. Delimitation of the Study

The study is delimit to the assessment of school leaders' management of CPD at school level in particular the practice and challenges facing to school leaders in leading and managing the CPD program in government secondary schools. To make the study manageable, the assessment was restricted to Government secondary schools of Mekelle city in Tigray Regional National State.

1.6. Limitations of the study

It is obvious that research works cannot be totally free from limitation. To this end, some limitations were also observed in this study. One clear limitation was that, few teachers were not voluntary and committed to fill questionnaire and try to fill carelessly without reading by choosing one alternative. In addition to this 23 questionnaires were not returned and this reduction of participant might have an effect on the validity of the study.

1.7. Organization of the study

The study was organized in to five chapters. The first chapter is the introductory part which deals with back ground of the study, statement of the problem, objectives, significance, delimitation and limitation of the study and definitions of key terms. The second chapter presents review of the related literature. The third chapter consists of the research design and methodology. The fourth chapter deals with the data presentation, analysis and interpretation of the findings. The last chapter presents summary of the findings, conclusions and recommendations. Finally, bibliography is indicated and necessary annexes are attached at the end of the thesis.

1.8. Operational definitions

The following operational definitions are given to the terms given below.

Professional: Refers to those school leaders who acquired a learned skill and ability to lead.

Continuous Professional Development (CPD): a program that is delivered at school level to improve teachers and school leaders' ability, knowledge, competence, skills and attitude in the level they lead starting from they join teaching and trained as school leaders until they live the profession (MoE, 2004).

Induction Program: Induction is a systematic organizational effort (a training package) to assist newly recruited teachers and assigned school leaders to adjust the new assignment (MoE, 2004).

Proper CPD: Is a continuous training program which is practiced by experienced teachers and school leaders (MoE, 2004).

Portfolio- The file which contains activities done by teachers and school leaders and documented as a reference for good experience for resentful works.

School leader- includes school principal, vice principals, department heads, unit leaders and cluster supervisors

Secondary Schools: are schools that provide learning from grade 9 to 12.

CHAPTER TWO: REVIEW OF RELATED LITRATURE

In these chapter concepts of CPD, planning and implementation of CPD, factors affecting planning and implementation of CPD, managing and leading school CPD and other concepts which are believed to be helpful to strengthen the conceptual framework of the study and to provide guidance for the study are included.

2.1. The concept of CPD

The concept of continuous professional development revolves around the updating and upgrading of professional knowledge, skills and attitudes of people who are engaged in the profession. For example, continuous improvement is related an ethos based on everyone's being responsible for getting better at whatever the group or organization does (Frase and Conley, 1994). The focus of CPD is for getting better professionals and to make direct positive impact on education of students, and showed/accomplished by linking in the school setting, teacher performance. A successful professional development program should be characterized by diversity of ideas; people and support practices (Horsley et al, 1987, in Marzely, 1996). Professional development, in a broad sense, refers to the development of a person in his/her professional role.

This concept of professional development is broader than the concept of career development, which is defined as the growth that occurs as the teacher, leaders' moves through the professional career cycle (Glatthorn, 1995, in Villegas-Reimers, 2003). Professional development includes formal experiences and informal experiences that contribute to acquire knowledge and skills (Ganser, 2000), and broader than staff development, which is the provision of organized in service programs designed to foster the growth of groups of professionals; it is only one of the systematic interventions that can be used for teacher development (Glatthorn, 1995, as in Villegas-Reimers, 2003). When looking at professional development, one must examine the content of the experiences, the process by which the professional development will occur, and the

contexts in which it will take place (Ganser, 2000; Fielding and Schalock, 1985; as in Villegas-Reimers, 2003). Continuous professional development has different approaches such as induction program, proper CPD according the new frame work and portfolio.

2.1.1. Induction

Induction programmers are planned as systematic programmers of sustained assistance to beginning teachers (Jurrvinen and Kohonen, 1995, in Villegas-Reimers, 2003). Induction is a formal contact and receipt of training by the employee (Potts, 1998). A properly planned and delivered induction guarantees quality; socializes and integrates the professional to the staff and helps the education system to retain the teacher (Turner and Bash, 1999, Potts, 1998).When we come to Ethiopia, the Indication Program is a four semester program completed during the first two academic years. Each new teacher needs a mentor to support them throughout this program.

Generally, since new teachers are less experience in teaching and learning process and in the environment except Previous knowledge and skills of the teaching profession, they need support, guiding, and to learn from the experienced teachers in order to be aware, knowledgeable and skilled in the profession. Thus, making them to engage in the induction program is essential and brings improvement on them.

2.1.2. Proper CPD

Proper CPD is a continuous training program which is practiced by those who have completed the induction program. Proper CPD expected to take 60 hours per year for senior principals and is implementing through preparation of portfolio of practices. The program is designed that it is based more on schools, teachers and school leaders and it is more locally based that schools identify their CPD needs, produce an annual CPD plan and design and deliver CPD School Modules themselves (MoE,2009: p4).

It has also noted that all CPD program will have similar characteristics. The program will be carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of an institution. The need will have been identified by a process of needs analysis or review. Individual CPD Plans should also be

developed annually. Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves (MoE, 2009: p22). Additionally, the MoE noted that CPD is a cycle. Institutions and individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all.

According to MoE (2009) following Pre-service and Induction professional training, each Ethiopian teachers, and school leaders has a professional, personal and civic responsibility to undertake Continuous Professional Development throughout his or her career.

2.1.3 Portfolio

A portfolio is a collection of items gathered over a certain period of time to illustrate different aspect of persons work, professional growth and abilities (Riggs and Sandlin, 2ooo). The successful use of portfolio to support teachers' professional development, as they provide an opportunity for teachers to reflect on their own work, goals, activities in and out of the classroom, etc. (Bush, 1999, in Villegas-Reimers, 2003).This implies teachers' professional portfolios are designed so as to show their key professional activities and reflects their abilities/contribution in the school (in teaching and learning process) and serve for further learning or improving by making analysis on the already accumulated activities of teachers.

In the Ethiopian context, teacher's portfolio is considered as each teacher is required to keep a portfolio of CPD activities. The purpose of this is:

- To Plan their CPD activates
- To keep a record of activities undertaken
- To provide evidence of participation in professional learning
- To reflect on progress and identify areas for development
- To provide a record of all development activities and identify improvement against the criteria for Good Teaching

- To provide a record of all development activities and identify improvement against the criteria for "professional competencies"
- To provide evidence that contributes to the annual performance review carried out for each teacher (MoE, 2009).

The appropriate members of each institution are responsible for monitoring and assessing the content of individual teaches' professional portfolios and providing constructive feedback (Ibid). The portfolio should include the following: individual CV (Personal and professional data and qualification; individual CPD Action Plans; evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years; feedback from mentors / facilitators; annual appraisal reports; record of professional competencies achieved; other evidence of personal development activities undertake- e.g. upgrading, summers school programs that are not a part of the mandatory sixty hours; examples of an analysis examination results; examples of lesson plans with evaluations (MoE, 2009).

The portfolio could include any of the following: details of any Action Research undertaken; attendance certificates for local, regional or national courses /workshop; examples of materials prepared by the teacher as part of CPD activities; reports on classroom observations by peers or line managers/ mentors; examples of curriculum development materials developed by the teacher; examples of audio visual materials prepared by the teacher; examples of assessment tasks and tests written and / or making schemes developed by the teacher; an analysis of the achievement of students in the teachers classes; awards received; extra curricula activities, (MoE, 2009).

To sum up, teacher's portfolio designed to hold key professional practices of teachers and other relevant documents to the profession. It reflects the main activities done by the respective teacher and other professional status. It used for learning from the past best practices and for correcting past failures for improvement.

2.2. Planning and Implementation of CPD

Planning and implementation are successful if they are in the light of empowerment that based on participation, flexibility in decision making and accountability that could be considered as essential pre-requisites for the purpose of motivation all those involved (Gamage, 2006).

Professional development plan would incorporate the following; systems for identifying the training needs, system for communication and dissemination of staff development provision, systematic evaluation of professional development to inform process of development planning, flexible training service provision, external initiatives; fostering in a culture of lifelong learning; and evaluation outcomes to determine the impact of staff development on research teaching and administration (Blandford , 2000). Plans for in-service training program should include, opportunities to build relationships and communication; pre and post assessment of the training, time when participants can interact freely and share what they are learning; learning options to accommodate difference, in achievement and learning style uncovered in the need assessment and difference in competence determine in the need assessment (Rao and Naryana , 1994).

Therefore, during CPD planning and implementation greater emphasis should be given to participation of teachers, school leaders and school's priorities needs; the methods of CPD and the characteristics of CPD and so do in the evaluation process/mechanisms.

There are some guidelines for success that must be followed when planning and implementing professional developments. They are: to recognize changes as being both an individual and an organizational process; to think big, but start small; to include procedures for feedback on results; to provide continuous follow-up, support, and pressures; to integrate programs (Guskey, 1995a, in Villegas-Reimers, 2003).

As cited in Villegas-Reimers(2003), factors to consider when planning, implementing and assessing the professional development of teachers are: culture of support: the role of school and education leaders, such as developing norms of collegiality, openness and trust; creating opportunities and time for discipline and inquiry and for teachers learning

content in context; rethinking the functions of leadership, and redefining leadership in schools to include teachers; Creating and supporting networks, collaborations and coordination (Lieberman, 1994); time: teachers need time both to make professional development an ongoing part of their work on a daily basis (Bush, 1999) and to see the results of their efforts (Droph and Holty, 2000); financial resources; the role of teacher educators: the professional development of teacher educators is an aspect of professional development that has been neglected, despite many reports that show its importance in the improvement of the professional development of all teachers and school leaders (Beaty, 1998; Clarke, 2000).

Participating in CDP can involve formal and informal sessions which are linked together to form a coherent program. The methods and activities chosen should be appropriate to the needs identified (MoE, 2004). CPD is expected/design to implement by linking to career ladder, teacher professional competencies and appraisal, and to school improvement program (Ibid). During implementation of CPD, available of time, resources and materials to support CPD must consider enough (Ibid).

Therefore, to be said effective CPD is introduced in schools, the introduced CPD should be planned, implemented and evaluated in line with the above characteristics. It is essential to base on the teachers, school leaders organization of experiences and their best practices which is filled with supporting, collaboration, sharing of experience, two way communication, commitment of teachers and school leaders, and build it as a long-term process of school system.

2.3. Factors affecting planning and implementation of CPD program

Features influencing CPD program implementation are: lack of motivation and application, combined with self-interest and lack of training opportunities, have created achievement of apathy and cynicism amongst teachers and school leaders; the geographical feature of many regions and resulting problem of access transport and communication; lack of available Bureau; the quality of knowledge and expertise; and lack of resource (TESO, 2003).

There are certain challenges which deter the effective implementation of the CPD program at school level. As indicated on the Ethiopian CPD Framework, (MOE 2009b:61), the major challenges to CPD implementation are: In many schools the structure of CPD is either absent or inadequate, The vast majority of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities, Failure to synchronize the career structure and the CPD values and activities ,CPD facilitators high turnover, Time constraints on teachers as well as their school leaders not to give adequate attention to the program, CPD programs lagging behind its time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources to run CPD, Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs.

However, some of these problems are being tackled as the government is allocating the required resource and the awareness of the concerned body is also increasing.

The possible obstacles, to run CDP program are: failure on the part of teachers and school leaders to the intention with a program resistance among teachers; lack of expertise; in designing; implementation and evaluation of program; refusal to attend on the intended CDP activities; programs that appear to undermine teachers' creative thinking; lack of time allowed; lack of commitment on the part of school leaders (management team and teachers); mismatch between identifies individual and group needs and the program; lack of resource (Robere, 1998 in Blandfor, 2000). The previous professional development; his/her understanding of the nature and purpose of the program; what he/she learnt from his/her evaluation of professional development; ways of appraisal and development planning; teachers own development needs and preferred learning style; the need of the teachers' school and departments or team(s) and the appropriateness (Anna, 2000)

Problems/challenges in CPD planning implementation and evaluation are: lack of commitment on the concerned body, lack of expertise, irrelevant programs or activities, lack of time and resource, inappropriate needs, alignment. Therefore, before putting CPD

into practice it is essentials to design how to tackle the above mentioned challenges/problems.

Appropriate times in their career, e.g. convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree (MoE, 2009). The overall aim of CPD in Ethiopia is to raise the achievement of students in Ethiopian schools by empowering teachers (Ibid). All teachers must be actively engaged in understanding what is means by good teaching; their own learning process; identifying their own needs; sharing good practice with their colleagues; a wide range of activities, formal and informal that will bring about improvement of their own practical and the practice of others (Ibid). if teachers are not actively involved in understanding what is mean by good teaching own learning process, identifying their own needs, showing good practice with their colleagues and a wide range of activities, empowerment of teachers could not resulted, and so do the students achievement. Teachers are highly demanded to engage in the CPD activities and the school leaders and so do involved teachers in CPD practice with high commitment and motivation.

CPD program is designed to have the characteristics of; addressing the learning or development needs of an individual, groups of individuals or identifies needs of an institution, have been identified by the process of needs analysis or review (Ibid). Following pre service and induction professional training, each Ethiopian teacher has a professional, personal and civic responsibility to undertake CPD throughout his or her career (Ibid). Each school teacher must take part in planned CDP activities for a minimum of sixty hours each year. These hours should be flexible used to address the various CDP priorities which impact up on the work of the individual teacher or institution. Each institution decides the way in which the sixty hours are allocated responding to national, local and institutional priorities (Ibid).CPD should implemented in responding to national, local and institutional priorities, if not it could not valid.

2.4. Roles of School Leaders

A very important aspect of the implementation of CPD is the support that is given to the teachers to take part in the CPD. At school level, teachers should get support from their facilitator and from the principal. Fullan (1993), cited in Mintesnot (2008), revealed that for effective professional development of teachers, principals have to be actively participated in coaching teachers and be catalyst for the change process. "To make the implementation process fruitful and effective, principals can play a tremendous role."

CPD leaders usually come from all ranks of the school. They include community representatives, PTA representatives, instructional leaders, teachers, and support staff (MoE 2013:55). Leading CPD is not an easy task; it requires experienced and committed individuals. This is because; Continuous Professional Development must be seen as an investment, not as a simple training. Thus, schools need to establish not only CPD policy but also its effective implementation by building strong leadership.

Quality teaching in all classrooms necessitates skilful leadership at the woreda, school, and classroom levels. Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices. CPD leaders at all levels must therefore recognize quality professional development as the key strategy for supporting significant improvements. Thus, they should be able to articulate the critical link between improved student learning and the professional learning of teachers. They should also ensure that all stakeholders – including the school board, Parent Teacher Association, and the community – understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff.

Principals, and other key personnel serve as instructional leaders, artfully combine pressure and support to achieve school and district goals, engage parents and other stakeholders in the education of their children, and establish partnerships with key community institutions that promote the welfare of all students.

2.5. Effectiveness of CPD

There are different studies that suggest about the effectiveness of CPD. Let us see some of these studies. Teachers' involvement in professional development increases motivation and commitment to learn and therefore is an essential component of effective professional development (Guskey, 1995; Hawley and Valli, 1999, both in Sugrue and Day, 2000). The most successful teacher development opportunities are on the job learning activities such as study groups, action researches and portfolios (Wood and McQuarrie, 1999, in UNESCO, 2003). A constantly changing world requires a continual reexamination of what we teach (Knip , 1986, in Merrufied, Sarchow and Pickert 1997).

School leaders as teachers' engagement in CPD planning, implementation and evaluation increase their motivation and commitment and has a key role in the success of CPD. Teachers capacity can build up if they are involved in study group, action research, and organize put their best activities for further learning and exchanging experiences.

According to Elmore and Burney successful professional development focusing on concrete classroom application of general ideas; exposing teachers to actual practice rather than description, providing opportunities for group support and collaboration; involving deliberate evaluation and feedback by skilled practitioners (as in Fullan, 2001). It is embedded in the reality of schools and teachers work; it is designed with teacher input, it fosters critical reflection and meaningful collaboration; it is internally coherent and rigorous, and it is sustained over the long term (Little, 1993; Reny, 1996; Hirsch and Sparks 1987). Both workshops and the cascade methods are not effective way of learning teachers to make effective CPD, it should focus on linking general ideas and description to actual practice, support and collaboration, and experienced teachers/practitioners are demanded to evaluate and provide feedback, that brings improvement.

According to research, characteristics of the most effective school CPD are as follows:

- It is a broad definition that aims at improving the teacher's performance in the classroom.

- It covers a wide range of activities, both formal and informal.
- It is integrated in to the work of the teacher.
- It is based on real situation, ongoing over time with assistance and support as required; it based on classroom practice.
- CPD needs to be conducted in school settings and linked to school wide efforts.

Teachers and school leaders work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. The importance of teachers talking together about their practice cannot be exaggerated. These processes need to be frequent and regular within the school; it deals with subject content and teaching strategies. Teachers can only improve their classroom practice if they work on their understanding of the subject allied with a variety of teaching strategies that enable students to learn better; it has clear procedures for identifying and aligning training needs.

CPD in all countries attempts to meet needs at a number of levels: that of the individual teacher, that of the school, and that of the nation. Institutions must have a clear structure for identifying CPD priorities. It is important to have an annual CPD plan to meet the needs and priorities and the range of activities required. National need to be shared with all teachers and integrated into the work of the institutions with their own priorities it identifies and makes use of excellent classroom practitioners. The use of 'expert teachers' to work with colleagues within their own school and with other schools has been very successful in both developed and developing countries.

It is most effective when the 'expert teacher' remains within the institution; it recognizes the importance of the informal systems within institutions and the locally available resources; CPD activities model the processes which are being learned. Because CPD, particularly in developing countries, is often concerned with introducing new behavior and attitudes often radically different from previous experience, then CPD activities must clearly reflect this. Teachers learn more effectively through active learning and learning by doing than through lectures and direction. Thus, active learning, participation and

involvement must be part of the CPD process if these are the intended principles (MoE, 2009).

The above characteristics of CPD magnify, to make CPD effective, it should emphasize in classroom performance of teachers/school setting; subject content and teaching methods/strategies; identifying and aligning training needs with right priority needs; introducing new positive behavior and attitudes. If some or all of the above characteristics are not reflected CPD could not be CPD. Thus, schools are expected to practice the above characteristics to own/build coherent and sustainable CPD system.

If school leaders are to become reflective practitioners and users of active learning methods they must participate in professional development programs that advocate and use these same models (Leu, 2005 as quoted in MoE, 2009).The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (OECD, 2005, in MoE 2009).

Characteristics of effective professional development include: Programs conducted in school setting and linked to school setting and linked to school wide efforts; teachers participating as helpers to each other; and as planners, with administrators, of in service activities; emphasis on self-instruction and with differentiated training opportunities; school leaders in active roles, choosing goals and active for themselves; emphasis on demonstration, supervised trials and feedback; training that is concrete and on going over time; and ongoing assistance and support available up on request. (Sparks and Loucks-Horsley, 1990, in MoE, 2009)

To build effective CPD at school level, considering and creating way of participation, resources, time allocation, linking CPD to: the wide range of school efforts, promotion of teachers, to teachers professional competencies, and to annual appraisal are essentials.

2.6. Effective School Leaders

This need for school-based evaluation methods and support for professional development stresses the importance of effective educational leadership. Effective instructional leadership is generally recognized as the most important characteristic of 103 school administrators (Hoy & Hoy, 2009). Cosner and Peterson (2003) go so far as to claim that promoting teacher professional development is the most influential educational leadership behavior. Principals and administrators are needed to lead educational improvement, foster effective change efforts, lead the implementation of new standards, and are central to shaping strong, professional school cultures (Deal & Peterson, 1998). The relationship between effective teaching and effective leadership is reinforced in the vital role of school culture. Peterson (2002) suggests that culture is built within a school over time as teachers, school leaders, parents and students work together. It is the school culture that often influences the staff development and professional growth that takes place within a school.

A positive school culture may have a significant influence on the academic and social success of the students within schools (Squires &Kranyik, 1996). When a school exhibits characteristics of a positive school culture, there are fewer suspensions, increased attendance rates, and increased achievement on standardized test scores (Anson et al. 1991, Becker &Hedges 1992).

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Research conducted by King (2002), Elmore (2000), and Spillane, Halverson, and Diamond (2000) confirms that this important role extends beyond the scope of the school principal to involve other leaders as well.

The key players in instructional leadership include the following: Central office personnel (superintendent, curriculum coordinators, etc., Principals and assistant principals, Instructional coaches)

2.7. School Instructional Leaders

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Instructional leadership focuses on the direction of influence, rather than its nature and source, so it will be addressed here. The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to 'instructional leadership' being emphasized and endorsed, notably by the English NCSL, as we noted above.

Hallinger (1992) argues that instructional leadership has been supplanted by transformational leadership (see Chapter 4) in the United States but these models are not seen as incompatible by NCSL. Leithwood, Jantzi and Steinbach (1999) point to the lack of explicit descriptions of instructional leadership in the literature and suggest that there may be different meanings of this concept. Their definition is:

Instructional leadership . . . typically assumes that the critical focus for attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students. (Ibid., p. 8).Southworth (2002, p. 79) adds that 'instructional leadership . . . is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth'. Bush and Glover's (2002) definition stresses the direction of the influence process:

Instructional leadership focuses on teaching and learning and on the behaviors of teachers in working with students. Leaders' influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself. (Ibid., 2002, p. 10) Hallinger and Murphy (1985) state that instructional leadership comprises three broad categories: defining the school mission; managing the instructional programme; promoting school climate.

Blase and Blase's (1998) research with 800 principals in American elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects: talking with teachers (conferencing); promoting teachers' professional growth; fostering teacher reflection. Southworth's (2002) qualitative research with primary heads

of small schools in England and Wales shows that three strategies were particularly effective in improving teaching and learning: modeling; monitoring; professional dialogue and discussion.

Southworth's third category confirms Blase and Blase's (1998) first point but his other strategies introduce new notions of which instructional leadership practices are likely to be successful. He also concurs with Hill (2001, p. 87) that 'school leaders may lack sufficient knowledge of teaching and learning to provide adequate, let alone successful, instructional leadership' and advocates that this dimension should be included in leadership development programmes. In contrast, Leithwood (1994, p. 499) claims that 'instructional leadership images are no longer adequate' because they are 'heavily classroom focused' and do not address 'second order changes . . . [such as] organization building' (ibid., p. 501). He adds that the instructional leadership images 'is now showing all the signs of a dying paradigm' (ibid., p. 502). Despite these comments, instructional leadership is a very important dimension because it targets the school's central activities, teaching and learning.

2.8. Managing and Leading School CPD

Continuous Professional Development (CPD) is the process by which a professional person maintains the quality and relevance of their skills throughout their working life. If the aim of school leaders is to bring about quality education, they are required to work in collaboration with the school community in order to promote the continuous professional development (CPD) activities in their schools.

The aim of CPD is to improve teachers' performance in the classroom in order to raise student achievement and learning (MoE, 2009), because, students' result is directly or indirectly linked to teachers' performance. CPD is a career long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practice. Hence, to be successful as a leader, the principal must give priority to the Continuous Professional Development and work in collaboration with others towards its development.

Professional development is an ongoing, planned, continuing education through which certified, qualified teachers and other education professionals improve skills, knowledge, and attitudes/dispositions related to assisting students achieve the goals of the organization (i.e. improved student performance and outcomes). (Achilles and Tienken in Hughes, 2005: 206) Teacher professional development can make a difference in student achievement depending on the type of program and support put in place. Research studies of promising practices in teacher education programs have identified the following characteristics (Craig, H., Kraft, R. & du Plessis, J. 1998):

Teachers and school leaders need to participate actively in planning, implementing and evaluating the change process. When teachers and school leaders are actively involved and empowered in the reform of their own schools and classrooms, they are capable of changing their teaching behaviors, the classroom environment and improving the learning of their students. Conversely, when teachers are ignored and when changes suggested are not rooted in the everyday reality of their classrooms even the best programs will fail. This implies respect for adult learning in the workplace.

Teachers and school leaders need on-going professional development and support. Teachers need support in trying out new approaches in the classroom through observation, assessment and incentives. They need to work with other teachers and supervisors to help them solve problems and find solutions. Discussion circles, modeling and coaching are effective follow on to more formal training programmes. This implies continuous administrative support, including provision of time and other resources.

Professional development is a process. Good teachers and school leaders develop their skills over time and through experience. They should have frequent opportunities to learn new skills. This implies that the instructional leader develop long-term plans for professional development and programs adapted to the experience level of the teacher.

Ongoing assessment and feedback is crucial to continuous professional development of teachers and school leaders. They need to receive positive feedback and be able to communicate their individual and collective concerns about the change process to their supervisors. It is the task of the instructional leader in planning for professional

development to ensure open and collaborative communication with staff, understand and analyze the school situation, and identify clear goals for student learning.

The effectiveness of a given CPD program is not determined only by beautiful design of the program; it also requires effective leadership. Leading CPD is not an easy task; it requires experienced and committed individuals. This is because; Continuous Professional Development must be seen as an investment, not as a simple training. Thus, schools need to establish not only CPD policy but also its effective implementation by building strong leadership.

Quality teaching in all classrooms necessitates skilful leadership at the woreda, school, and classroom levels. Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices. CPD leaders at all levels must therefore recognize quality professional development as the key strategy for supporting significant improvements. Thus, they should be able to articulate the critical link between improved student learning and the professional learning of teachers. They should also ensure that all stakeholders – including the school board, Parent Teacher Association, and the community – understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff.

CPD leaders usually come from all ranks of the school. They include community representatives, PTA representatives, instructional leaders, teachers, and support staff. Principals, and other key personnel serve as instructional leaders, artfully combine pressure and support to achieve school and district goals, engage parents and other stakeholders in the education of their children, and establish partnerships with key community institutions that promote the welfare of all students.

As primary carriers of the organization's culture, CPD leaders should also make sure that their attitudes and behavior represent the values and practices they promote throughout the school.

Skilful CPD leaders contribute in the establishment of policies and organizational structures that support ongoing professional learning and continuous improvement. Therefore, 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 a school's most precious resource. Some have linked CPD to targets as identified in both school development and personal development plans. In this way it is likely that an appropriate balance will be retained between school (and group) needs and the personal and professional needs of the individual. Teachers and other staff will always feel the need to be valued, and this should not be forgotten when considering the balance between identifying and meeting individual and institutional needs.

The effective leadership of CPD should ensure that support is available and conditions created which enable teachers to work together and to develop and improve their teaching performance. A head teachers/principal, CPD coordinators and other staff need to work in collaboration to create a climate or culture which is conducive to learning. Student learning is a key goal of all schools, whereas often the ongoing learning of teachers and other employees is not always prioritized or adequately resourced.

2.9. Summary of Literature Review

In this Chapter the researcher traced the concept of CPD, induction, proper CPD as well as portfolioand the involvement of school leaders in planning and implementation of CPD. In addition it has been tried to see the trends of leading and managing CPD of secondary schools and the challenges face during planning and implementation. The general belief is that empowering, enabling, informing, inspiring and sharing of knowledge, skills and experience on managing school CPD for teachers and school leaders enhance students' achievement and school performance. Teachers and school leaders try to plan and implement their work. However, students' achievement is not as the need of parents and the government. This is because the school leaders motives or interest and commitment is not as what to be.School communities depend on the in-service trainings given by different organizations or institutions. Some scholars said that a certificate gained through pre-service school or training is not guarantee with the

dynamic environment to achieve the objective of the current curricula. In addition to this the Ministry of Education of Ethiopia launched quality of education with the reform of educational package that incorporate different programs and one of these is CPD that has the objective of updating and upgrading teachers as well as school leaders in-order to improve students achievement. In other words, school leaders'knowledge of roles of effective leaders and school instructional leaderswere the key elements to lead and manage CPD in secondary schools. Moreover understanding challenges or factors affecting planning and implementation of CPD were the key instruments for success. Because if school leaders are equipped with leadership roles and detecting challenges it may be easy to plan, implement ,manage and lead CPD by protecting the challenges faced at the time of planning and practicing it. Based on this literature study, it was assumed togather theories or practices on managing and leading CPD at school level or organization. The next chapter deals with the research design and methodology.

CHAPTER THREE: METHODOLOGY

This section covers the method of study used, the source of data, the sample size of the study area, the sampling technique, the instruments for data collection, and procedures of data analysis.

3.1 Design of the Study

In this research, descriptive survey design was used. This design was selected because it helped to describe situations and events without bias. It was also important to make detail description and analysis on the leading and managing CPD. In line with this, Kumar (1996) stated that descriptive survey was concerned with the systematic assessment of a situation, practices, problems, phenomena, and programs. In addition, Best and Kahn (2005) described that descriptive survey was an important type of research method that must not have been confused clerical routine of gathering and tabulating figures, as it involved defined problems and objectives. Thus, the researcher was convinced to employ the descriptive survey in the study.

3.2. Sources of Data and sampling

Primary and secondary sources of data were assessed to obtain relevant information for the study. The primary sources of data were teachers, mentors and facilitators of CPD, unit leaders, vice principals, principals, and supervisors of secondary school who were structurally assigned to follow the program. While, the secondary sources of data were be official documents relevant to the study such as CPD framework for primary and secondary school teachers and school leaders, portfolio, CPD documents, school CPD plan and CPD committee minutes were the major secondary sources of the study.

3.3.Population, Sample and Sampling Techniques

The study was conducted in government secondary schools of Mekelle city at Tigray Regional National State. According to the educational management information system (EMIS) of the TREB (2013), the total number of Government secondary schools in Mekele city is 9 and all of them (100%) were taken using availability sampling

technique. The total number of secondary school teachers of the city is 548 and the total number of school leaders is 90 (mentors and facilitators of CPD, unit leaders, vice principals, principals and supervisors) in Government secondary schools in the city. 116 (21%) of the teachers were taken, using simple random sampling technique, because they need give equal chance and for checking purpose and 90 (100%) of school leaders were taken through availability sampling technique to fill the questionnaires to get best and adequate information from respondents.

3.4. Data Gathering Instruments and procedures

To collect data for this study, both quantitative via questionnaire and qualitative (semi structured interview and document analysis) were used.

3.4.1. Questionnaire

Questionnaire is an appropriate instrument to collect large scale quantitative data and easy to tabulate. The closed ended types of questionnaires were mainly of rating scale types that enabled the researcher to get relevant and consistent information about the practices, support, contribution, school leaders leading and managing ability to the program and challenges facing in managing the CPD program. Open-ended questionnaire is important to give clear ideas and full information. The questionnaire was having background information, Likert scaling and ranking order questions. The questionnaire for teachers and school leaders were the same.

3.4.2. Interview

An interview is a two-way conversation used to obtain data about peoples' attitudes, intentions, experiences and beliefs. So semi structured face to face interview was used in order to get additional information from the Mekelle seven sub city administration CPD focal persons. The instrument was consisting of mainly questions about the practices and challenges in leading and managing of school leaders' CPD program.

3.4.3. Document Analysis

Document analysis is one source of information. Document analysis is useful to investigate resource allocation, school planning, decision making and students' achievement. The document of 9 secondary schools was assessed to collect necessary information.The documents were teachers and school leaders' portfolio, teachers and school leaders training priorities, CPD modules, CPD plans, CPD minutes for the purpose of triangulation.

3.5. Data Analysis Techniques

The data gathered through questionnaire, interview and document review were analyzed using mixed approach of quantitative and qualitative method. The quantitative data were edited, coded and encoded in to SPSS version 20. The analysis was conducted by the help of SPSS and the out puts were classified, tabulated and finally the quantitative data were analyzed and interpreted with the help of percentage, mean,and one sample t-test. One sample t-test was used to examine the level of significance by comparing actual mean with expected mean. Besides this, the qualitative data obtained through the interview and document analysis were clustered, described and expressed by descriptive statements to reach on conclusion based on the research statements. Although the questionnaire items were prepared in five level Likert scale ranging from strongly agree to strongly disagree, in presenting the results, only three levels were used. That is strongly agree and agree were merged together (agreement), strongly disagree and disagree were merged (disagreement) and the medium option was kept.

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

This chapter contained presentation, interpretation, analysis of results and discussion. Results of the study are presented by dividing into two parts. The first part is characteristics of respondents. The second part of this chapter deals with the results of the study.

4.1. Characteristics of the respondents

School name	Responsibility							Total
	teacher	teachers and facili tators	teacher and mentor	director	vice director	supervisor	unit leader	
Atseyohanns	21	1	1	1	2	1	4	31
Adihaki	16	2	1	1	2	1	4	27
Ayder	13	1	2	1	2	1	4	24
Mesebo	15	1	1	1	2	1	4	25
Hawolty	13	4	0	1	2	1	4	25
Adiha	13	2	1	1	2	1	4	24
Woldungus	13	2	3	1	2	1	4	26
Kedamayweyane	9	1	0	1	2	1	4	18
Baethntset	3	0	0	1	0	0	2	6
Total	116	14	9	9	16	8	34	206
	56.3	6.8	4.4	4.4	7.8	3.9	6.5	

The above table shows that 116 (56.31%) were teachers, 14(6.79%) were teachers and facilitators, 9(4.39) wereteachers and mentors,9(4.39) were principals, 16(7.76) were vice principals, 8(3.88) were supervisors and 34(16.50) of them were unit leaders. The total population is grouped in to two by naming teachers and school leaders with the number of 116(56.3%) and 90(100%) respectively for the purpose of this research analysis.

4.2. Presentation and Analysis of Results

4.2.1. The extent of planning school based CDP program

Table 1: The extent of involvement of school leaders in planning school CPD

(Expected mean =3 Respondent (Teachers = T, School leaders = SL)

No	Involvement in CPD planning	Frequency (%)				mean	t-test	p-value
		respondents	Agreement	Medium	Disagreement			
1	prepare annual CPD plan	**SL**	62.3	24.4	13.3	3.8	11.2	.0
		T	67.2	20.7	12.1	3.8		
		Total	65.0	22.3	12.7	3.8		
2	identify and organize school problems to solve them using CPD program	**SL**	58.9	24.4	16.3	3.7	8.2	.0
		T	59.5	22.4	18.3	3.6		
		Total	59.3	23.3	17.5	3.6		
3	prioritize identified problems in CPD program	**SL**	61.1	13.3	25.5	3.71	7.5	.0
		T	50.0	38.8	11.2	3.5		
		Total	54.8	27.7	17.5	3.6		
4	assess teachers' CPD training needs	**SL**	62.2	23.3	14.4	3.8	10.5	.0
		T	66.3	18.1	15.5	3.8		
		Total	64.5	20.4	15.0	3.8		
5	conduct training based on CPD need	**SL**	42.2	25.6	32.2	3.3	3.7	.0
		T	41.4	36.2	22.4	3.2		
		Total	41.7	30.6	26.7	3.3		
6	allocate sufficient resource for CPD program	**SL**	14.5	20	65,6		8.3	.0
		T	19.0	12.1	68.9	2.3		
		Total	17.0	15.5	67.5	2.3		
7	clearly stipulate school teachers' CPD duties	**SL**	16.7	24.4	58.9	2.4	9.0	.0
		T	10.3	18.1	71.5	2.1		
		Total	13.1	20.9	66.1	2.3		
8	design ways of organizing & conducting experience sharing	**SL**	50.0	27.8	22.2	3.5	6.6	.0
		T	49.2	35.3	15.5	3.5		
		Total	49.5	32.0	18.4	3.5		
9	plan how mentors & facilitators support teachers	**SL**	18.9	20	61.2	2.31	9.5	.0
		T	12.1	22.4	65.5	2.1		
		Total	15.1	21.4	63.6	2.2		
10	design linkage of CPD plan with students' achievement	**SL**	16.7	27.8	55.5	2.4	8.7	.0
		T	12.9	25.9	61.2	2.2		
		Total	14.6	26.7	58.8	2.3		
11	develop system of rewarding CPD performers	**SL**	55.5	27.8	16.7	3.7	0.2	.0
		T	24.1	19	56.9	2.4		
		Total	37.9	22.8	39.3	3.0		
12	show ways of performing teamwork	**SL**	35.6	24.4	40.0	2.9	1.0	.07

No	Involvement in CPD planning	Frequency (%)				mean	t-test	p-value
		respondents	Agreement	Medium	Disagreement			
		T	40.5	30.2	29.3	3.2		
		Total	38.4	27.7	34.0	3.1		
13	show how to support teachers plan	**SL**	55.6	27.8	16.6	3.7	4.8	.14
		T	35.4	36.2	28.4	3.1		
		Total	44.2	32.5	23.3	3.4		
14	develop system of monitoring & evaluating CPD	**SL**	63.3	16.7	20.0	3.7	1.7	.0
		T	7.8	30.2	62.0	2.2		
		Total	32.0	24.3	43.7	2.8		
15	design ways of giving feedback for teachers CPD work	**SL**	21.1	11.1	67.8	2.3	7.7	.0
		T	19.0	19	62.0	2.3		
		Total	19.9	15.5	64.6	2.3		

As can be noticed from table 1, participants showed positive reactions in relation to school leaders participation in CPD planning (3.8, 3.8), in identifying problems for CPD (3.7, 3.6), In prioritizing CPD problems (3.6, 3.5), in assessing teachers' CPD training (3.8, 3.8), in organizing and conducting experience sharing(3.5, 3.5) and in showing way of supporting teachers plan(3.7, 3.1) respectively. The first mean is for school leaders responses and the second mean is for teachers responses. These two pairs of mean scores indicate both groups agreed on the practice of the respective items. In addition to this the participants show negative reaction in allocation of resource (2.3, 2.3), in stipulating clearly teachers duties (2.4, 2.1), in planning ways of supporting teachers (2.1, 2.1), in linking CPD plan with students achievement (2.4, 2.2), and in designing ways of giving feedback (2.3, 2.3) respectively. On the other hand the two groups of participants (school leaders and teachers) have different opinions in developing system of rewarding for CPD performers (3.7, 2.4), in showing way of performing team work in CPD plan (2.9, 3.2), and developing system of motivating and evaluating CPD plan (3.7, 2.2).

The total percentage of the response of agreement shows school leaders prepare annual CPD plan 65%, identify and organize problems to solve using CPD 59.3%,,prioritize identified problems 54.8%, assess teachers' CPD training needs 64.5%,, design way of organizing and conducting experience sharing and other activities 49.5%, and show the way how they support teachers plan 44.2%, and have positive agreement on the mentioned ideas. Furthermore the sum of the response of disagreement shows that school

leaders allocate sufficient resource for CPD program 67.5%, stipulate clearly teachers' CPD duties 66.1%, plan how mentors and facilitators support teachers 63.6%, design linkage of CPD plan with students achievement 58.8%, and design way of giving feedback for teachers CPD work 64.6%.The percentage scores of these have negative agreements on the mentioned ideas. On the other way school leaders develop system of rewarding 55.5%,, tray to show way of performing team work in CPD plan 40%,, and develop system of monitoring and evaluating CPD plan 63.3% for school leaders and 56.9%, 40.5%, and 62% respectively for teachers do not have the same agreement on the mentioned ideas.By taking the total mean of the group of respondents in items 1, 2, 3, 4, 5, 8, and 13 was (3.8), (3.6), (3.6), (3.8), (3.3), (3.5), and (3.4) respectively shows above the expected mean (3). The total mean of items 11 and 12 is (3.0) and (3.1) that is on the expected mean. However, the total mean of items 6, 7, 9, 10, 14, and 15 was (2.3), (2.3), (2.2), (2.2), (2.8), and (2.3) respectively was below the expected mean.The p_ value of all of the items except items 12 and 13 which have 0.068 and 0.138 respectively show there was significant statistical difference in the mean responses of both groups.

The total mean values and percentage of both groups of respondents in items 6, 7, 9, 10, and 15 revealed that disagreement. The disagreement of both groups shows that school leaders role in the planning activities.

Thus, the student researcher deduced that School leaders face shortage of allocation of sufficient resource, stipulation of clear school teachers' CPD duties; how mentors and facilitators support teachers' planning, designing a linkage of CPD plan with students' achievement and designing ways of giving feedback for teachers CPD work.

The qualitative data obtained from document analysis like prepared plans, portfolios and modules were found rarely, and conducted interview show that school leaders' was involved in planning and implementation on continuous professional development, but is one time work and with non-full attention.

4.2.2 The Extent Involvement of school Leadership in Implementation of CPD

Table 2: The extent of involvement of school leaders in the implementation CPD

(Expected mean =3; Respondent (Teachers = T, School leaders = SL)

No	Issues		Frequency (%)			Mean	t-test	p-value
			A.ment	Medium	Dis.ament			
1	School leaders Follow ways of solving problems	SL	55.6	30	14.4	3.7	10.5	.000
		T	63.8	29.3	6.9	3.8		
		Total	60.2	29.6	10.2	3.8		
2	Help teachers in linking students' achievement with CPD plan	SL	63.4	12.2	24.4	3.7	7.7	.000
		T	59.5	16.4	24.1	3.6		
		Total	61.2	14.1	24.3	3.7		
3	Ssecures necessary equipment	SL	67.8	13.3	18.9	3.8	7.3	.000
		T	28.4	13.8	57.7	2.6		
		Total	58.3	21.4	20.4	3.1		
4	make teachers solve problems using action research	SL	28.8	13.3	57.8	2.5	6.1	.000
		T	22.4	13.8	63.8	2.3		
		Total	25.3	13.6	61.2	2.4		
5	show teachers way of classroom management	SL	24.5	11.1	64.5	2.3	8.4	.000
		T	15.5	20.7	63.8	2.3		
		Total	19.4	16.5	64.1	2.3		
6	help teachers to use method of changing students' behavior	SL	41.2	33.3	25.5	3.3	3.3	.026
		T	41.3	31.9	26.7	3.2		
		Total	41.2	33.5	24.7	3.2		
7	communicates with teachers about the implementation of CPD regularly	SL	54.5	21.1	24.4	3.5	3.8	.184
		T	39.7	27.6	32.8	3.1		
		Total	46.1	24.8	29.2	3.3		
8	monitor teachers' way of updating their knowledge	SL	36.6	21.1	42.2	3.0	1.7	.067
		T	42.3	27.6	30.2	3.2		
		Total	39.8	24.8	35.5	3.1		
9	coach teachers' teamwork practice	SL	40.0	34.4	25.5	3.3	1.9	.571
		T	34.5	31.9	33.7	3.1		
		Total	36.9	33.0	30.1	3.2		
10	give training to teachers, mentors and facilitators according their CPD need	SL	38.9	28.9	32.2	3.2	2.3	.125
		T	39.7	30.2	23.3	3.2		
		Total	39.4	29.6	32.0	3.2		
11	monitor implementation CPD plan continuously	SL	15.6	18.9	65.6	2.4	7.2	.000
		T	15.5	34.5	50.0	2.5		
		Total	15.6	27.7	56.8	2.5		
12	arranges discussion forums regarding the work of teachers' CPD	SL	26.7	7.8	65.6	2.6	1.2	.000
		T	18.9	8.6	72.4	2.1		
		Total	22.4	8.3	69.4	2.3		
13	promotes research culture and links it with CPD program.	SL	16.7	12.2	71.1	2.2	10.6	.000
		T	16.4	10.3	73.3	2		
		Total	16.5	11.2	72.3	2.1		
14	develop collaborative culture in which teachers can share their experiences	SL	30.0	6.7	63.3	2.6	7.3	.000
		T	18.1	8.6	73.3	2.2		
		Total	23.3	7.8	68.9	2.4		
15	allocates enough financial budgets for CPD activity	SL	64.4	18.9	16.6	3.9	9.2	.000
		T	24.2	12.1	63.8	2.4		
		Total	41.7	15.0	43.2	3.0		

As can be noticed from table 2, participants showed positive reactions in relation to school leaders follow up in CPD implementation (3.7, 3.8), helping teachers in linking CPD with students achievement (3.7, 3.6), helping teachers in changing students behavior (3.3, 3.2), coaching teachers CPD team work (3.3, 3.1),and giving training (3.2, 3.2) respectively. The first mean is for school leaders responses and the second mean is for teachers responses. These two pairs of mean scores indicate both groups agreed on the participation of school leaders in practice of the respective items. In addition to this the participants show negative reaction in making action researches (2.5, 2.3), inclassroom management (2.3, 2.3), in monitoring implementation of CPD plan (2.4, 2.5), in arranging discussion forums (2.6, 2.1), and in developing collaborative culture of sharing experience (2.6, 2.2) respectively. On the other hand the two groups of participants (school leaders and teachers) have different opinions in securing necessary equipment's for facilitating CPD implementation (3.8, 2.6), and allocating enough budgets for CPD activities in implementation (3.9, 2.4).

The sum of the percentage of the response of high and very high showed that school leaders follow ways of solving problems60.2%,Help teachers in linking students' achievement with CPD plan61.2.3%,help teachers to use method of changing students' behavior41.2%,communicates with teachers about the implementation of CPD regularrly39.4% monitor teachers' way of updating their knowledge rly46.1%,coach teachers' teamwork practice39.8%,give training to teachers36.9%, mentors and facilitators according their CPD need and have positive agreement on the mentioned ideas. Furthermore the sum of the percentage of the response of low and very low showed school leaders make teachers solve problems using action research 61.2%,help teachers to use method of changing students' behavior64.1%,monitor implementation CPD plan continuously 56.8%,arranges discussion forums regarding the work of teachers' CPD72.3%,promotes research culture and links it with CPD program 68.9%, and develop collaborative culture in which teachers can share their experiences69.4%, and these have negative agreements on the mentioned ideas. On the other way school leaders ssecures necessary equipment's 67.8%, and allocates enough financial budgets for CPD activity 64.4% for school leaders and 28.4%, and 24.2% for teachers do not have the same agreement on the mentioned ideas. By taking the total mean of the group of

respondents of the above mentioned ideas in items 1, 2, 6, 7, 8, 9, and 10 was (3.8), (3.7), (3.2), (3.3), (3.1), (3.2), and (3.2) respectively and it shows above the average mean (3). The total mean of items 3 and 13 was (3.1) and (3.0) that was on the expected mean. However, the total mean of items 4, 5, 11, 12, 13, and 14 was (2.4), (2.3), (2.5), (2.3), (2.1), and (2.4) respectively and it was below the expected mean. The p_ value of all of the items except items 8, 9 and 10 which have 0.067, 0.571 and 0.125 respectively show there is significant statistical difference in the mean responses of both groups.

The total values of the mean and percentage of both groups of respondents in items 1, 2, 6, 7, 8, 9, and 10 revealed that agreement that show school leaders participation in the implementation of CPD plan. On the other hand the mean values of the total and sum total percentage of both groups of respondents in items 4, 5, 11, 12, 13, and 14 revealed that disagreement that show school leaders do not participate on the implementation of CPD plan.

Thus, the student researcher deduced that School leaders face shortage of making teachers do action research, showing way of classroom management, continuous monitoring of implementation of CPD plan, arranging discussion forums, promoting research culture and linking with CPD program and developing collaborative culture of sharing experience.

Data obtained from interview and document analysis confirmed that the involvement of school leaders in the CPD program is not adequate. They were not taking it as continuous and full time work. Most of school leaders did not allocate time for these activities, but request to teachers to participate in the CPD program. It were tried to run without active involvement, interest and commitment of school leaders in CPD activities.

4.2.3 The External Leading and Managing CPD by School Leaders

Table 3: The extent of leading and managing CPD by school leaders

(Expected mean =3; Respondent (Teachers = T, School leaders = SL)

No	School leaders		Frequency (%)			mean	t-test	p-valu
			A.ment	Medim	Dis.ment			
1	check teacher's CPD plans appropriateness	SL	55.5	24.2	20	3.5	7.1	.000
		T	21.6	6.0	73.4	2.3		
		Total	36.4	14.1	49.5	2.9		
2	Check alignment of identified CPD problems with school objectives	SL	48.9	30	21.1	3.5	7.1	.000
		T	58.6	23.3	18.1	3.7		
		Total	54.4	26.2	19.5	3.6		
3	Check the prioritization of problems done by teachers	SL	75.5	13.3	11.1	4.0	11.4	.000
		T	63.8	19	17.2	3.8		
		Total	68.9	16.5	14.6	3.9		
4	Prepare program of CPD discussion for teachers	SL	13.3	12.2	74.4	2.2	10.9	.000
		T	8.6	29.3	62.1	2.3		
		Total	10.7	21.8	68.4	2.2		
5	Prove the effectiveness of need analysis conducted by each teacher	SL	8.9	33.3	57.8	2.2	10.2	.000
		T	9.5	31	59.5	2.3		
		Total	9.3	32.0	58.7	2.2		
6	Look into the organized portfolio of teachers	SL	66.6	21.1	12.2	3.9	11.2	.000
		T	68.5	19.8	12.0	3.8		
		Total	67.5	20.4	12.1	3.8		
7	Advise the way of developing portfolio	SL	51.1	25.6	23.3	3.6	7.2	.000
		T	59.5	19.8	20.6	3.6		
		Total	55.8	22.3	21.8	3.6		
8	Check if regular feedback is given to teachers about CPD work by mentors and facilitators	SL	35.6	34.4	29.9	3.2	1.11	.938
		T	38.8	16.4	44.8	3.0		
		Total	37.3	24.3	37.4	3.0		
9	Ensure if all teachers are participating in CPD program	SL	57.8	23.3	18.9	3.7	6.9	.000
		T	46.5	32.8	20.7	3.4		
		Total	51.5	28.6	19.9	3.5		
10	Select and share best models of CPD practice to school teachers	SL	12.2	35.6	52.3	2.4	8.0	.000
		T	16.4	25	58.6	2.3		
		Total	14.5	29.6	55.8	2.4		
11	Arrange training and workshops of CPD activities for teachers	SL	12.2	22.2	65.6	2.2	9.5	.000
		T	20.7	15.5	63.8	2.2		
		Total	17.0	22.3	65.6	2.2		
12	Correct if there is any deviation from appropriateness of CPD activities on time	SL	76.6	10	13.3	4.1	10.9	.000
		T	28.5	4.3	67.3	2.6		
		Total	49.5	6.8	43.7	3.2		
13	Arrange updating and upgrading programs for Effective CPD performers	SL	32.2	36.7	31.1	3.1	1.2	.051
		T	37.1	6	56.9	2.8		
		Total	35.0	19.1	45.6	2.9		
14	Encourage team work of CPD activities in the school	SL	61.1	16.7	22.2	3.8	8..9	.000
		T	67.2	14.7	18.1	3.8		
		Total	64.6	15.5	20.0	3.8		

From this table the mean scores of school leaders Check alignment of identified CPD problems with school objectives(3.5, 3.7), Check alignment of identified CPD problems with school objectives(4.0, 3.80), Look into the organized portfolio of teachers(3.9, 3.8),Advise the way of developing portfolio(3.6, 3.6),Check if regular feedback is given to teachers about CPD work by mentors and facilitators(3.2, 3.0), ensure if all teachers are participating in CPD program (3.7, 3.4), encourage team work of CPD activities in the school. The first orders are the means of school leaders' responses, and the second orders are the means of teachers' responses. These seven pairs of mean scores indicate both groups were agreed on the practice of the respective items. The p-values of the six items showed that there was significant statistical difference between the two groups' responses; due to that its p-value became less than 0.05 and they had similar opinion regarding the practice level of the items.

However, the mean value of school leaders' and teachers' respondents of school leaders prepare program of CPD discussion for teachers(2.2, 2.3), Prove the effectiveness of need analysis conducted by each teacher(2.2, 2.3), Select and share best models of CPD practice to school teachers (2.4, 2.3), Arrange training and workshops of CPD activities for teachers(2.2, 2.2). These mean values reflect that both groups disagree on the practice of these items in their schools. The p-value of these four items also shows significant statistical difference in the mean responses of the groups.

On the other hand mean values of school leaders check teacher's CPD plans appropriateness (3.5, 2.3), Correct if there is any deviation from appropriateness of CPD activities on time (4.1, 2.6), and arrange updating and upgrading programs for effective CPD performers (3.1, 2.8) and this show that the two groups were contradicted in their response, school leaders agreed in practice while teachers disagree in practice.

In percent, the sum of percentage of both groups of respondents of school leaders check alignment of identified CPD problems with school objectives (54.4), Check the prioritization of problems done by teachers(68.9), Prepare program of CPD discussion for teachers (68.4),Prove the effectiveness of need analysis conducted by each teacher (58.7),Look into the organized portfolio of teachers (67.5),Advise the way of developing

portfolio (55.8), ensure if all teachers are participating in CPD program 51.5, Select and share best models of CPD practice to school teachers(55.8),Arrange training and workshops of CPD activities for teachers(65.6),Encourage team work of CPD activities in the school(64.6) was responded that items 2,3,6,7,9,and 14 shows Strongly agree and agree and this shows agreement while items 4, 5, 10, and 11 shows disagree and strongly disagree that shows disagreement. The p-value of these items except 8(0.938) and 13(0.051) shows significant statistical difference in the mean responses of the groups.

Thus, the student researcher deduced that School leaders face shortage of setting discussion program, proving effectiveness of need analysis conducted by teachers and arranging training and workshop of CPD activities.

The interview part answered by sub city CPD focal persons' in leading and managing school CPD was said ''we told them to plan and to practice it, to conduct sharing experience with other schools, to prepare CPD modules and portfolio, to conduct action research based on the priorities of school and teachers and to write monthly reports. The challenge hear is that we do not have deep knowledge and skill beyond the school leaders except telling orally and looking what school leaders do and reporting what they write to us.'' So if CPD is not supported, coached and managed well it could have less achievement and this consists with ideas of different outers.

4.2.4. Challenges In Managing and Leading School Based CPD

Table 4: Challenges in managing and leading school based CPD

(Expected mean =3; Respondent (Teachers = T, School leaders = SL)

No	Challenges		Frequency (%)			Mean	t-test	p-vaue
			Agreement	Medium	Disagreement			
5.1	Inadequacy of sources required to run CPD in school	SL	13.3	24.4	62.2	2.2	0.6	.000
		T	90.5	6.9	2.6	4.2		
		Total	56.8	14.6	28.6	3.3		
5.2	Time constraint on school leaders to help teachers in planning and implementation of CPD	SL	22.3	28.9	48.9	2.7	3.1	.000
		T	19.9	10.3	69.9	2.2		
		Total	20.9	18.4	60.7	2.4		
5.3	Work load of mentors and facilitators to support teachers CPD	SL	60	20.0	20	3.8	7.6	.000
		T	67.3	7.8	25	3.7		
		Total	64.1	13.1	22.8	3.7		
5.4	Lack of well-trained mentors and facilitators	SL	16.7	12.2	71.1	2.1	10.3	.000
		T	17.2	12.9	69.9	2.2		
		Total	17	12.6	70.4	2.1		
5.5	Lack of exemplary school leaders in practicing school CPD /in adequate models	SL	26.7	18.9	54.5	2.4	5.8	.000
		T	27.6	15.5	56.9	2.5		
		Total	27.2	17.0	55.8	2.5		
5.6	Lack of collaboration and coordination of school leaders	SL	24.5	13.3	62.2	2.4	6.9	.000
		T	21.5	19.0	59.5	2.4		
		Total	22.8	16.5	60.7	2.4		
5.7	Lack of school teachers and facilitators interest and commitment	SL	30	24.4	45.6	2.8	1.2	.000
		T	100	0	0	4.5		
		Total	69.5	10.7	19.9	3.8		
5.8	Shortage of helpful support and monitoring for CPD performers by school leaders	SL	30	24.4	45.6	2.8	2.5	.054
		T	29.3	25.9	44.8	2.8		
		Total	8.3	25.2	45.1	2.8		
5.9	Un-clear career ladder and incentive of CPD result for effective performers.	SL	26.7	12.2	61.1	2.3	7.3	.000
		T	22.4	13.8	63.7	2.3		
		Total	24.2	13.1	62.6	2.3		
5.10	Lack of direct support and training for school leaders and teachers by woreda and above bodies	SL	25.6	22.2	52.2	2.5	1.0	.000
		T	57.8	18.1	24.1	3.5		
		Total	43.7	19.9	36.4	3.1		
5.11	Giving short time for practicing CPD for teachers and facilitators by school leaders	SL	58.9	16.7	24.4	3.7	0.8	.000
		T	29.3	29.3	41.4	2.6		
		Total	42.2	23.8	34	3.1		
5.12	Shortage of time to assign mentors and facilitators timely to run CPD properly	SL	56.7	20	23.3	3.6	7.1	.000
		T	65.5	9.5	25	3.7		
		Total	61.6	14.1	24.3	3.7		
5.13	Inadequate school leaders support to teachers and facilitators during planning and implementation of CPD	SL	64.4	7.8	27.8	3.6	7.0	.000
		T	65.5	15.5	919	3.8		
		Total	67.1	12.1	22.8	3.7		
5.14	Giving timely feedback from school leaders to teachers rarely	SL	26.6	28.9	45.6	2.8	2.0	.205
		T	30.2	29.3	40.5	2.9		
		Total	28.2	29.1	42.7	2.8		

On the above table mean values of items 3, 12, and 13 were (3.7, 3.7), (3.6, 3.7), and (3.6, 3.8) respectively. These revealed that the agreement of both groups on being challenges/problems in Managing and Leading School Based CPD. This value shows above the expected mean (3). On the other side, the mean values of items 2, 4, 5, 6, 8, 9,and 14 was that (2.7, 2,2) , (2.1, 2.2), (2.4, 2.5), (2.4, 2.4) (2.8, 2.8), (2.3, 2.3) and (2.8, 2.9) respectively and these revealed that the disagreement of both groups on being challenges/problems of the respective items in managing and leading school based CPD. Whereas, mean values of items 1, 7, 10 and 11 are (2.2, 4.2), (2.8, 4.5), (2.5,3.5) and (3.7, 2.6) respectively and school leaders' and teachers did not have the same agreement on these challenges in managing and leading school based CPD but they have above the expected mean value.

Furthermore, the total percentage of both groups of respondents in items 1, 3, 7, 10, 11, 12 and13 showed 56.8, 64.1, 69.5, 43.7, 42.2, 61.6 and 65.1 respectively which exposed that agree and strongly agree on the challenges. On the contrary total percentages of items 2, 4, 5, 6, 8, 9, and 14 was 20.9, 17, 27.2, 22.8, 29.7, 24.2, and 28.2 respectively and both the respondents agreed that there is no challenge on managing and leading CPD in these items.Except in item 8 and 14 which is greater than the estimated error the p-value of all items shows significant statistical difference in the mean responses of both groups.

Thus, the student researcher deduced that school leaders face challenges on leading and managing school CPD on having minimum resources, work load of mentors and facilitators, lack of interest and commitment, lack of support by woreda and above bodies, not giving enough time for CPD work, shortage of time to assign mentors and facilitators and inadequate support.

Data obtained from interview and document analysis confirmed that the challenges faced to school leaders were not having enough knowledge of CPD focal persons to help them, they were not taking trainings because of late coming to the work, and work load of office work.

4.3. Discussion of results

According to the ministry of education (2009) the aim of CPD is to improve teachers' performance in the classroom in order to raise students' achievement and learning. So, school leaders have the role of supporting and coaching teachers at the time of planning and implementation in connection with the improvement of students' achievement. Farther more CPD is expected/design to implement by linking to career ladder, teacher professional competencies and appraisal, and to school improvement program (Ibid). During implementation of CPD, available of time, resources and materials to support CPD must consider enough (Ibid).

In addition to this, (Guskey, 1995a, in Villegas-Reimers, 2003), noted that teacher professional development can make a difference in student achievement depending on the type of program and support put in place. Hence, school leaders have the responsibility of fulfilling educational resource for teachers in the activity of planning and implementation that help to capacitate their knowledge and skills in connection with the improvement of student's achievement. Successful planning and implementation include procedures for feedback on results, provide continuous follow-up, support, and pressures to integrate programs. Lack of quality knowledge and resource affects implementation of CPD program. Supporting to this Teacher professional development can make a difference in student achievement depending on the type of program and support put in place. Research studies of promising practices in teacher education programs have identified the following characteristics (Craig, H., Kraft, R. & du Plessis, J. 1998). (Teachers and school leaders need to participate actively in planning, implementing and evaluating the change process).

However, the result of this research analysis shows that there was contrast between the idea of the authors or previous written documents and that of actually done. Because school leaders did not provide enough resource during planning and implementation of CPD, stipulation clear school teachers' CPD duties, show how mentors and facilitators support teachers' planning, designing a linkage of CPD plan with students' achievement and designing ways of giving feedback for teachers CPD work.

CPD program will be carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of an institution. The need will have been identified by a process of needs analysis or review. Individual CPD Plans should also be developed annually. Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves (MoE, 2009). Additionally, the MoE noted that CPD is a cycle. Institutions and individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all. In addition to this factors influencing CPD program implementation are: lack of motivation and application, combined with self-interest and lack of training opportunities, have created achievement of apathy and cynicism amongst teachers and school leaders; the geographical feature of many regions and resulting problem of access and communication; lack of available Bureau; the quality of knowledge and expertise; and lack of resource (TESO, 2003).

Even though, the result of the analysis became in contrast of the above mentioned ideas. Because the result shows that school leaders did not make teachers do action research, show way of classroom management, there was no continuous monitoring of implementation of CPD plan, arranging discussion forums, promoting research culture and linking with CPD program and, conducting training and support by themselves and sub city experts and giving attention timely, there was no assessing teachers' CPD training needs and conducting training based on these assessed needs, and developing system of rewarding to promote CPD performers.

On the other hand the Ethiopian CPD Framework, (MOE 2009b:61), mentioned the major challenges to CPD implementation are: In many schools the structure of CPD is either absent or inadequate, The vast majority of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities, failure to synchronize the career structure and the CPD values and activities ,CPD facilitators high turnover, time constraints on teachers as well as their school leaders not to give adequate attention to the program, CPD programs lagging behind its

time and the tendency of rushing to cover the course, total absence or inadequacy of the minimum resources to run CPD, Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs. In addition to this Blandfor,(2000) mentioned the following possible obstacles, to run CDP program are: failure on the part of teachers and school leaders to the intention with a program resistance among teachers; lack of expertise; in designing; implementation and evaluation of program; refusal to attend on the intended CDP activities; programs that appear to undermine teachers' creative thinking; lack of time allowed; lack of commitment on the part of school leaders (management team and teachers); mismatch between identified individual and group needs and the program; lack of resource.

The ideas of the above different writers have consistence with the result of the analysis that showed lack of developing collaborative culture of sharing experience, not minimizing work load of mentors and facilitators and lack of teachers and school leader's interest and commitment to plan and implement CPD.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

The main findings of this research are summarized and presented in the first part. Next to summary, the conclusions based on the major results of the study are forwarded. Finally, possible recommendations are given by the researcher based on the analyses of data, and findings of the study.

5.1. Summary of the Study

This research was conducted in Tigray Regional National State Mekelle city secondary school on the basis of data gathered from the secondary school teachers, unit leaders, CPD mentors and facilitators, principals, vice principals, supervisors and CPD focal persons to examine the practice leading and managing CPD in government secondary schools and challenges faced. Therefore in order to meet the purpose of the study, the following research questions were raised in the study:

1. To what extent do secondary school leaders involve in the planning of CPD?
2. To what extent do secondary school leaders involve in the implementation of CPD?
3. What are the practices used to lead and manage CPD activities in secondary schools?
4. What are the major challenges in managing and leading school based CPD in secondary schools?

To answer the above researcher questions, descriptive survey were employed. As participants of the study 116 teachers, 23 mentors and facilitators,43 unit leaders, 9 principals, 16 vice principals and 8 supervisors were selected. In addition, 7 sub city CPD focal persons were taken for interview. Except teachers, other categories of participants are considered as school Leaders (mentors and facilitators of CPD, unit leaders, principal, vice principal, and supervisor) which were selected through availability. Simple random sampling technique was used to select teachers from secondary schools. Data was

collected from school leaders and teachers through questionnaire, and from sub-city focal persons through interview. Moreover, documents were analyzed to validate and complement the data. Data gathering instruments were reviewed by the research advisor and other three educational experts for its content and face validity. The collected quantitative data were coded and encoded in to SPSS. The analysis were conducted by the help of SPSS and the out puts were classified, tabulated and finally the quantitative data were analyzed and interpreted with the help of mean values percentage and p-value. Data obtained by the interview and document analysis were interpreted by description. As a result, the following findings were obtained.

The Extent of Planning School Based CPD Program

School leaders face shortage of allocation of sufficient resource that can be useful for CPD work, not stipulating clear duties for teachers in order to perform their work easily, they were having shortcomings of supporting teachers during planning, there was no designing and linkage of CPD plan with students' achievement, and there was shortage of feedback system for teachers CPD work.

The Extent of Involvement of School Leaders in the Implementation CPD

School leaders face shortage of making teachers do action research to alleviate school problems, they were not showing teachers way of classroom management, they were not conduct continuous monitoring of implementation of CPD plan, there was less arrangement of discussion forums, promoting research culture and linking with CPD program and developing collaborative culture of sharing experience were not enough.

The Extent of Leading and Managing CPD by School Leaders

Regarding the extent of leading and managing CPD by school leaders, most of the items were conducted in well manner. However, there were some gaps like shortage of setting discussion program, not proving effectiveness of need analysis conducted by teachers and not arranging training and workshop of CPD activities.

Challenges in Managing and Leading School Based CPD

School leaders face challenges on leading and managing school CPD on having minimum resources, work load of mentors and facilitators, lack of interest and commitment, lack of support by Woreda and above higher officials, not giving enough time for CPD work, shortage of time to assign mentors and facilitators and inadequate support.

5.2. Conclusions

- In the issues of planning and preparation, school leaders face problemsof planning, prioritizing and identifying problems in CPD programs, provision of CPD training. Therefore, it is possible to say that the plan mismatches with the required knowledge,skill and experience with the expected level of purposive achievement of student learning as per demand of Ethiopian training policy (ETP, 19940).
- In the implementation of CPD schoolprogram school leaders face shortage of making teachers do action research, stipulate clear duties of teachers, conducting discussion forums, monitoring, and feedback system. Therefore, from this finding it can be concluded that working without accountability and responsibility in a fragile linkage of CPD plan with students' learning achievement make the practice of CPDto fail in continuous and systematic manner.
- Regarding the extent of leading and managing CPD by school leaders Preparation program of CPD discussion for teachers , leaders proving the effectiveness of need analysis conducted by each teacher, selection and sharing best models of CPD practice to schoolteachers and arrangement training and workshops of CPD activities for teachers were not conducted well. Therefore, it possible to teachers and school leaders face acute problem in terms of leading effectively and manage it well. This shows that the actual teaching leaning process did not get the required professional support in assuming students achievement.
- The school CPD program faced many challenges in managing and leading, thus work load of mentors and facilitators, lack of interest and commitment in planning and implementation of CPD, lack of direct support and training for school leaders and teachers, lack of provision of short term training and inadequate school leaders

dedication. From these findings we can conclude there were no school leaders who have the knowledge, skill and technique to solve problems. Because of this effect achieving CPD plan could be difficult.

5.3. Recommendation

- It is advisable for school leaders to plan and implement CPD in light of national CPD framework and the required school leader's professional competencies with full engagement of leadership.

- It is important if sub-city education office experts collaborate with Mekele city education office CPD experts dedicate to provision of consistent monitoring and evaluating and revising the focuses of CPD activities/elements in detail as required.

- It is better if school leaders focus on empowering of mentors and facilitators, prioritizing the needs of teachers and schools, provision of minimum required resources, supporting and cooperating system building, sharing experience and visiting best practices, motivating team members to words achieving quality.

- It is advisable to communicate with responsible bodies and organizations like the Mekelle city education offices, Tigray Education bureau and ministry of education in way of providing incentives for those best CPD performers in their career ladder or in their educational advantage.

- Since this study was focused on leading and managing CPD, it needs further studies to explain other dimensions of the problems identified in the study or not seen using the basic questions.

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APPEDEX - A

BAHIR DAR UNIVERSITY

Faculty of Educational & Behavioral Science

Department of Educational Leadership

Questionnaire to be filled by teachers or school leaders

The purpose of this questionnaire is to collect data for a thesis entitled "**Managing and Leading Teacher Continuous Professional Development (CPD): Practice and Challenges in Secondary Schools of Mekelle city Tigray Regional National State**", and to recommend possible solutions for further improvement in managing CPD. So, your cooperation in responding to the questions timely and honestly is very important to the success of this study. Your response will be kept confidential and will never be used for other purpose than the mentioned above. Therefore, you are kindly requested to complete the questionnaire honestly.

General directions

- No need of writing your name.
- Indicate your response by putting "x" mark in the box provided under the rating scales (5, 4, 3, 2, 1), and write your idea on the provided blank space if any other than those mentioned in the table.
- You are kindly requested to answer all the questions. Because all the questions rose are equally important to attain the objectives of this study.
- Please, follow instructions provided for each part of the questionnaire.

I would like to thank you in advance for your cooperation!

PART ONE: PERSONAL INFORMATION

1. **Instruction:** Please fill the required information by marking "X" in the box or by writing on the space provided.

1.1 Name of School you work currently

_____

1.2 Position in career ladder

Beginning Teacher ☐ Junior teacher ☐Teacher☐ Higher teacher☐

Associate leader teacher ☐ Leader teacher ☐ senior leader teacher ☐

Beginning principal ☐ /vice principal☐/ supervisor ☐

Principal☐ /vice principal☐/supervisor☐

Higher principal☐ /vice principal☐/ supervisor ☐

Leader principal☐ / vice principal ☐/ supervisor☐

1.3 Responsibilities you have in the school:

Teacher ☐Teacher and facilitator of CPD ☐ Teacher and mentor of CPD ☐ Director ☐ Vice Director ☐ Supervisor ☐ Unit leader ☐

If any other _____

PART TWO. The extent of involvement of school leaders in planning school CPD in your school

2. Instruction: The following table conations CPD planning activities. Indicate the level of your agreement to the planning activities by marking "x" under the rating scale. Use the following scales to respond: **5=Strongly agree 4=Agree 3= Medium 2= Disagree 1= Strongly disagree**

No	The extent of School leaders' involvement in CPD planning activities	Rating scales				
		5	**4**	**3**	**2**	**1**

2.1	School leaders prepare annual CPD plan					
2.2	School leaders identify and organize school problems to solve them using CPD program					
2.3	School leaders prioritize identified problems in CPD program					
2.4	School leaders assess teachers' CPD training needs					
2.5	School leaders conduct training based on the identified CPD need					
2.6	School leaders allocate sufficient resource(finance and material)for CPD program					
2.7	School leaders stipulate clearly school teachers' CPD duties					
2.8	School leaders design ways of organizing and conducting experience sharing and other activities					
2.9	School leaders plan how mentors and facilitators support teachers					
2.10	School leaders design linkage of CPD plan with students' achievement					
2.11	School leaders develop system of rewarding to promote CPD performers					
2.12	School leaders try to show ways of performing teamwork in CPD plan					
2.13	School leaders show the way how they support teachers plan					
2.14	School leaders develop system of monitoring and evaluating CPD plan					
2.15	School leaders design ways of giving feedback for teachers CPD work					

If any other pleases, state _____

Part Three. The extent of involvement of school leaders in the implementation of CPD in your school.

3. **Instruction:** The following table contains activities of school leaders' participation in implementation of CPD Program. Please, rate the degree of teachers' participation on the following activities of CPD by using "x" on the space provided below. Use the following scales to respond**: 5= Very high 4= High 3= Medium 2= Low 1= Very low**

No	The extent of school leaders' involvement in implementation of school CPD plan	Scales				
		5	4	3	2	1

3.1	School leaders' follow ways of solving problems during implementation of CPD plan.					
3.2	School leaders' help teachers in linking students' achievement with CPD plan at the time of implementation.					
3.3	The school leader secures necessary equipments that facilitate CPD implementation.					
3.4	School leaders make teachers to solve problems using action research during implementation of CPD.					
3.5	School leaders try to show to teachers the way of classroom management at the time of implementation of CPD.					
3.6	School leaders try to help teachers to use method of changing students' behavior in CPD implementation.					
3.7	The school leader communicates with teachers about the implementation of CPD regularly.					
3.8	School leaders try to monitor teachers' way of updating their knowledge using CPD work.					
3.9	School leaders coach teachers' team work practice during CPD implementation.					
3.10	School leaders try to give training to teachers, mentors and facilitators according their CPD need.					
3.11	School leaders monitor the implementation CPD plan continuously.					
3.12	The school leader arranges discussion forums regarding the work of teachers' CPD plan.					
3.13	The school leader promotes research culture and links it with CPD program.					
3.14	School leaders develop collaborative culture in which teachers can share experience of each other.					
3.15	The school leader allocates enough financial budgets for CPD activity.					

If any other pleas, state _____

_____

Part Four. The extent of leading and managing of CPD, by school leaders in your school.

4. Instruction: The following table contains managing and leading activities of CPD practice. Please rate your degree of agreement on the degree of implementation of each in your school by putting "x" on the respective space provided below. Use scales: **5= strongly agree 4= Agree 3=Medium 2= Disagree 1= strongly disagree.**

No	The extent of Leading and managing school CPD activities	Rating scales				
		5	4	3	2	1
4.1	School leaders Check the appropriateness of CPD plans prepared by teachers					
4.2	School leaders Check the alignment of the identified CPD problems with school's real objective.					
4.3	School leaders Check the prioritization of problems done by teachers					
4.4	School leaders Prepare program of CPD discussion for teachers					
4.5	School leaders Prove the effectiveness of need analysis conducted by each teacher					
4.6	School leaders Look into the organized portfolio of teachers					
4.7	School leaders Advise the way of developing portfolio					
4.8	School leaders Check if regular feedback is given to teachers about CPD work by mentors and facilitators					
4.9	School leaders Ensure if all teachers are participating in CPD program					
4.10	School leaders Select and share best models of CPD practice to school teachers					
4.11	School leaders Arrange training and workshops of CPD activities for teachers					
4.12	School leaders Correct if there is any deviation from appropriateness of CPD activities on time					
4.13	School leaders Arrange updating and upgrading programs for Effective CPD performers					
4.14	School leaders Encourage team work of CPD activities in the school					

If any other please, write_____

_____

Part Five. What are the challenges in managing and leading school based CPD, in Your school?

5. Instruction: The following table contains possible challenges in managing and leading school based CPD. You are kindly requested to scale your degree of agreement on the provided challenges by indicating "x" on the provided space. Please, use the following scales to respond. 5= strongly agree 4= Agree 3= Medium 2= Disagree 1= strongly disagree

No	School leaders' Challenges in planning and implementation of teachers' CPD	Rating Scales				
		1	2	3	4	5
5.1	Inadequacy of the minimum resources required to run CPD in school					
5.2	Time constraint on school leaders to help teachers in planning and implementation of CPD					
5.3	Work load of mentors and facilitators to support teachers CPD					
5.4	Lack of well-trained mentors and facilitators					
5.5	Lack of exemplary school leaders in practicing school CPD /in adequate models					
5.6	Lack of collaboration and coordination of school leaders during planning and implementation of teachers' CPD					
5.7	Lack of school teachers and facilitators interest and commitment in planning and implementation of CPD					
5.8	Shortage of helpful support and monitoring for CPD performers by school leaders					
5.9	Un-clear career ladder and incentive of CPD result for effective performers.					
5.10	Lack of direct support and training for school leaders and teachers by woreda and above bodies					
5.11	Giving short time for practicing CPD for teachers and facilitators by school leaders					
5.12	Shortage of time to assign mentors and facilitators timely to run CPD properly					
5.13	Inadequate school leaders support to teachers and facilitators during planning and implementation of CPD					
5.14	Giving timely feedback from school leaders to teachers rarely					

If any other please, write_____

_____

APPEDEX – B: Document analysis

Documents analysis will focus on:

- School CPD needs and priorities
- School annual CPD plan
- School and individual teachers' CPD module
- Teachers' group and individual portfolio
- Minutes of CPD activities and reports

Interview questions for school leaders and Sub city Education Office TDP Experts.

Interview questions will be focus on

1. How do you involve in the planning of CPD?
2. What steps you follow to develop annual school CPD plan? How do you plan the CPD?
3. What is your assistance for schools in CPD program? What is your role in the implementation of CPD? And how do you play your roles?
4. What do you do to encourage cooperation and sharing of experience in the implementation of CPD among schools?
5. How do you manage and lead the CPD activities?
6. What are the main challenges in planning leading and managing CPD in schools?
7. In your woreda what mechanisms do you use to solve these problems?
8. What is your overall opinion about planning, managing and leading CPD programs?