The Principals' Professional Leadership Roles in Managing the Teachers Professional Development: the Case of Addis Ababa Senior Secondary schools.

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Abstract
The purpose of this research was to explore whether principals play the expected professional leadership roles in managing teachers' professional development practices in the secondary schools of Addis Ababa. In an attempt to address this issue, a qualitative case study was conducted in four purposefully selected senior secondary schools. Qualitative data obtained from the semi- interviews were analyzed and coded thematically. Thematic analyses were conducted on the data using narrative accounts. Even though there was not a significant problem in both principals' and teachers' perception on the importance of CPD, findings suggested that principals did not play the professional leadership roles in managing the CPD. To this end, the implementation of teachers' professional development was handicapped due to several challenges such as, lack of, inadequate professional motivation and support, too much paperwork and poor time management, lack of incentive, monitoring, and evaluation system. Thus, it was concluded that the professional leadership roles played by principals have not satisfactorily managed and contributed to the effective implementation of teachers' professional development to enhance the sustainable quality of education. The study recommends reframing the continuous professional development guideline to create accountability so that principals can develop practical competence to respond to the dynamics of CPD in a period of educational reform and transformation to influence teachers' attitudes and commitment to their profession. This study can be utilized as a direction to actualize viable CPD and can be taken as a guideline in making strides in the professional development of educational leaders.
Key terms: principals' professional leadership role, Quality of education, the teacher professional development, collaborative culture

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I.   Introduction

Professional development in the 21st century equips teachers with the tools and skills to meet the needs of their students and keep in stride with changing educational tendencies. A reflective practice is essential to identify areas of strength and areas that need care for development. Continuous Professional Development (here after CPD, as the case may be) has become a crucial aspect of maintaining quality standards due to, among others, the ever-changing market demands, mobility of communities, the booming trend of science and technology, internationalization, and increasing emphasis on academic freedom and accountability. Darling-Hammond and McLaughlin characterize CPD as "deepening teachers' understanding about the teaching/learning process and how to handle the students they teach," which "must start with pre-service preparing and proceed all through the teacher's career." *They state that "effective professional development includes instructors both as learners and teachers, and permits them to battle with the vulnerabilities that go with each role."*(1995, p. 598). Teachers feel pressure to perform in their classrooms and are completely aware of all the external forces from the district, state, and national levels.

The purpose of managing CPD is to uncover that change is troublesome without changing teachers' attitude to meet the ever-evolving prerequisites for delivery of quality instruction. Current research recommends that the quality of a teacher is the foremost critical indicator of students' success (Darling-Hammond, 2003). A Tennessee study Haycock (1998) also found that low-achieving students increased their level of accomplishment by as much as 53 percent when instructed by a highly effective teacher.

Additionally, professional learning openings are best when they meet the desires of the individual teacher. This researcher in this study argues that principals can create overseeing aptitudes, skills and play role model leadership parts when they are given sound professional support and advancement programs. CPD does not just happen by mere chance: it needs to be managed and properly driven, and done so viably in a bid to ensure that it incorporates a positive effect and represents great value for money. An investigation (Hawk et al.,

2003) on teachers' attitudes to CPD found that the status, knowledge and approach of the CPD coordinators (and the administration group or senior administration group more for the most part) may drastically influence, emphatically or on the contrary, staff attitudes and understandings towards CPD. The research findings indicate that principals can play an important role in school improvement (Herman et al., (2008); Bryk, Sebring, Allensworth, Luppescu, & Easton, (2010); Louis et al., (2010); Le Floch et al., (2014). The evidence from the study has also confirmed a direct impact of the school principal's role in teachers' professional development (Chalikias, M., etal, 2020). Even though the role of principal leadership in managing teachers' professional leadership is significant, little attention has been paid to understanding this role in supporting and sustaining teachers' effective professional development.

The Standards in Education mentioned by MoE of Ethiopia (2013) found that: Teachers, line managers and CPD coordinators rarely assembled an array of CPD activities to form a coherent individual training plan.The research findings also indicate that strong school leadership is associated with higher levels of student academic performance Louis et al., (2010), especially in schools with the most prominent needs (Leithwood et al., (2004). The evidence from the study has confirmed a direct impact of the school's principal role in CPD (Chalikias, M., etal, 2020).

National learning assessment is carried out once in every four years to check the relevance and learning outcome of students. Following the result analysis at the national level this year, it shows that the average of students' scores in grades 10 and 12 is below standards. Students' learning outcomes scored 50% and above are very low showing an average for grade 10 and 12 averaged 9.1% and 26.6% respectively, which is highly below expectation. Though scores at both grade levels are significantly low, the problem is most acute at grade 10 compared to that of grade 12. The result has exhibited a fluctuation in low performance as the years increase. In the empirical study carried out by the Ministry of Education, most of the research participants (stakeholders of education) believe that the majority of secondary and preparatory students do not have the expected knowledge, attitudes and skills.Besides, students are viewed with the lack of the required competence and skills to join the world of work upon completion of grade 12 (MoE, 2019:25).

Quite recently, considerable attention has been paid to examining the role of school leaders in managing teachers' professional improvement. For instance, a study conducted by: Beatrice Ávalos-Bevan & Maria Assunção Flores (2021) in Portugal taking 234 teachers in centre, schools as inputs have shown that teachers had the foremost vital importance of collaboration when they saw professional development support and encouragement from their principals. The teachers require to support for ceaseless professional development and are overpowered by the subject they taught as confirmed in an evaluation conducted by Chalikias, M Raftopoulou, et al.,(2020) in five secondary schools in Ireland. They think about a bottom-up approach engaged well, and the school principals trusted the teachers.

As elucidated by numerous local studies, principals' poor performance is responsible for the lagging behind of teachers advancement in their professional development and its viability on schools is attributable to factors such as lack of systematic coordination, shortage of reliable support, absence of monitoring and evaluation, lack of knowledge and expertise as well as budget constraints, which hinder the proper running of the major school administration related aspects (Alemayehu, 2011; Ashebir, 2014; Berhanu, 2019; Tamiru, 2019 and GezuUrgessa; 2012). Besides, they did not get to the heart of why principals do or don't play their professional leadership role in managing teachers' professional development in accordance with the existing framework (MoE, 2009) and national professional standards for principals (MoE, 2013). There is, moreover, an assortment of leadership literature, a few of which bargain, particularly with professional development, in spite of the fact that there's a 'scarcity of leadership studies' which tie these together (Cordingley et al., 2015: 9).

Moreover, a literature overview of other inquiries shows that a few targets for surveying persistent professional development practices and challenges in primary schools are found in Addis Ababa and elsewhere out of Addis, (Daniel et al, 2013), Jimma Zone (Ewunetu and Firdisa, 2010), and Amhara region (Tadele, 2013), and 16 primary and 3 secondary schools of Harari region (Koye, et al, 2015). Not all like this researcher conduct study expecting to explore the role of the principals in managing continuous professional development in choosing high schools in Addis Ababa City Administration.

No empirical investigation was conducted on the side of the principal's professional leadership role in overseeing teacher professional development, especially in association with literature and practice, as well. Hence, what makes this research different from the past ones are the professional obligation and the duty of principals in managing CPD in secondary schools of Addis Ababa government schools that are evaluated. Moreover, the findings picked up from this study can help principals and other school leaders in reflecting on their roles in managing professional development practices. On the whole, numerous things have been inspected so as to bridge the existing gap and fill writing and commonsense breaches through the efficient and intensive examination of the issue under discourse in the study area. The main purpose of this study was, therefore, to explore the roles principal professional leadership does play in managing continuous teachers' professional development. The following questions were outlined to guide the study:

1. How do principals perceive their professional leadership role in managing teachers' professional development?
2. How do principals play the professional leadership role in managing teachers' professional development?
3. What are the main challenges faced by high school principals in managing continuous professional development (CPD) programs in schools?

II.   Review of Related Literature

2.1 Theoretical Framework

This section explores the philosophical place and theory whilst teacher's participation in the teaching learning process (Feiman-Nemser, 2001). The study detailed in the article essentially centers on an interpretivist point of view (Nieu- wenhuis, 2011) as a focal point to understand how principals as professional leaders play the role in managing CPD execution. This viewpoint also lights up the interaction between individuals' developmental capacity, their engagement in school practices and the formative establishments of the principal's practices (Drago-Severson, 2007). One result of interpretive approaches to the understanding of CPD has been the improvement of social constructivism (Nieuwenhuis, 2011).

According to social constructivist learning speculations, learning is valuable, and learners build what they know to create and develop unused conceptualizations and understandings by utilizing what they now know (Chalmers and Keown, 2006; Mahoney, 2003: 3). Constructivism may be a learning theory that states "knowledge isn't inactively obtained, but is successfully built up by the cognizing subject," which " the work of cognition is flexible and makes a difference in the organizing process of the experimental world," as expressed by some scholars of the field (Chigona, Chigona, and Davids,2014:34).

Continuous professional development (CPD) is said to have been coined in the mid-1970s (Gray, 2005). Its notion is established within the constructivist philosophy which claims that a person's development and perceptions of the world are not steady, but are in continuous change. Thus, the idea of continuous professional developments is established with the constructivist philosophy claims that our advancements and views of the world are not consistent, but are in perpetual change as we build on past experiences. One result of interpretive approaches to the understanding of professional development has been the improvement of social constructivism (Nieuwenhuis, 2010a: 21). Accordingly, it is assumed that teachers need to involve themselves in arranging their claim professional development on a persistent introduction to manage the continuous change.

It is argued that the professional development theories must incorporate both cognitive and social aspects of learning (Borko, 2004). In any case, the theory has centred on either cognitive or social viewpoints. Cognitive points of view have centered on changing teachers' beliefs or knowledge. In this study the theory of adult learning is relevant because it is characterized as developmental psychology models characterizing the properties and cognitive forms of adult learners. This theory stresses task centrality, the significance of learner inclusion in setting targets and the utilization of capacity practice as a compelling academic strategy (Laidley, TL. , & Braddock, CH. , 2000:46). Knowles (1970) formalized the adult learning theory which made andragogy, a term implying the technique and hone for guideline grown-up learners. The works of Knowles (1989) are based on the work of Eduard Lindeman (1926) who acknowledged learning may be a deep-rooted objective to be caught on by a grown-up level to develop the need to learn all through the stages of life (Kelly 2017:3).

Therefore, the theory of adult learning which supports directors, teachers and student learning (Zepeda, SJ., Parylo, O., & Bengtson, E. 2014: 299). Taking after the adult learning theory worldview, CPD can connect energetic learning, experiential learning, self-directed learning and project-based learning. The ampleness of adult learning is built on ownership, reasonableness, structure, collaboration, disguise, reflection and motivation.

Constructivist Leaders for Teachers Professional Development

Leadership that's shaped around the principles of constructivist learning for adults captures these conceivable outcomes for learning. Lambert, Walker, Zimmerman, Cooper, Lambert, Gardner & Szabo (2002) call for a redefinition of leadership in a bid to make more vital than ever in this age of responsibility where collective activity must be taken to alter the learning encounters for both teachers and students. "Constructivist leadership addresses the requirements for sense-making, for coherence, and for seeing educational communities as growth-producing substances (p. 35).As Fullan, M. & Watson, N (1997) states, "Principals can do indeed more long-lasting commitments, by broadening the base of the leadership of those with whom they work teachers, parents, students" (p. 46).

Theoretically, managing teachers' professional development fits with Ball and Cohen's (1994) "practice-based" theory of professional development. According to this theory, professional learning for teachers should emphasize long-term dynamic engagement, associations between teachers' work and students' learning, and openings to practice as well as connections to what students learn in a real-world setting. The accent is on a ceaseless cycle of investigating unused issues and issues, making cognitive harmony, looking in collaborative dialogues, building unused understanding, and making strides in professional practice. To this end, principals

play different leadership theories to manage teachers' professional development. The conceptual framework is used to indicate the principals' professional leadership role in managing CPD practice preselected.

III. Research Methodology
3.1 Methods
The major concern of this study was to explore the professional leadership roles played by principals in managing the effective implementation of teachers' continuous professional development. Thus, the qualitative research approach was considered to be appropriate to emphasize on what actually happened in the overall process of development.This method considered and assented as the best method for deeper understanding of any concerned gap as well as elucidated more tracts to know that what should have to do for a fruitful consequence of any subject or gap (Creswell, 2007). According to Lankshear and Knobel (2004:68), one of the major reasons for the improvement of a qualitative approach is that researchers regularly attempt to get the world from the point of view of other individuals.

3.2 Data Collection and Analysis
Interviews and document investigation were utilized as the information collection strategies in this study. Individual interviews with semi-structured questions were conducted with the principals, supervisors and teachers. Besides, archives just like the teachers' portfolio and inside school evaluation, outside school evaluation reports, checklists, yearly plans and records of minutes of gatherings from each school were duly used. The information taken from differing sources were analyzed in terms of designs and patterns that had been developed on CPD in Addis Ababa. All reactions were translated verbatim and were coded to recognize developing subjects, the distinguishing proof of which was guided by a practical approach, taking the theoretical and conceptual framework and the research focus into consideration (Patton, 2002; Saldaña, 2013).

As the survey continued, further categories and new codes were created or existing codes were refined to reflect developing subjects. To guarantee the legitimacy of the investigation, coding in all steps was attempted freely and the information obtained were analyzed in three stages: open coding, axial coding, and selective coding. Moreover, the information was broken down into distinct parts and after that combined in other ways from the beginning up until the last stages. From that point, they were chosen and organized into centre categories, which were at that point organized into topics and sub-topics that had sharpened understanding and empowered interpretation.

A narrative analysis was also utilized wherein the participants' reactions and experiences were translated. The principals' narratives displayed during the individual interviews were reformulated in a way that held their voices (Gritty & Cronin, 2018). In other words, principals' stories were synthesized to supply an all-encompassing see their reactions to particular questions. In keeping with the story investigation, the analyst tried to put himself in the participants' shoes and attempted to see the world from the standpoint of them as well.

IV. Findings and Discussion
The participants from all the groups, that is, teachers, principals and supervisors respond concerning the perceptions of the value and the importance of teachers' continuous professional development which is believed to help come up with significant gains. Specifically, the views of Teachers A, B and E concerning what CPD is, are stated verbatim below.

Teacher "A" explained thus:
" I think it seems as to equip and empower teachers in principle; however, regarding to our context, it seems as a burden put on us without adding more information, and giving more knowledge of what I have already known."

Along the same lines, Teacher "D" indicated:
"Teachers' professional development is a never ending cycle of learning that begins with initial training and continues as long as teachers remain in the teaching profession. It is whereby teachers attend workshops for development and seminars and also where they upgrade their profession in principle. However, the implementation is not as expected because of many reasons."

Teacher "B" added an important dimension to the discussion by clarifying that the development the teacher acquires is irrelevant to the actual teaching and learning environment. He stated that the focus of professional development should promote effective teaching and learning that would enhance students' achievement. In his own unedited words, he stated:
It is the development of a teacher within a professional environment, e.g. how to behave, what pedagogical skills are needed to do certain tasks, etc. However, we are not practicing it inline because the topics of CPD not based on our needs they are cascaded and imposed from top to bottom without our needs and interest, we didn't practice

As expressed by Day and Saches (2004), both Teacher "A" and "B" had chosen to say that professional development is not a progressing process of reflection and review executed by improving the plan that meets corporate, departmental and personal needs, the learning prepare of self-development driving to individual development as well as development of knowledge and skills that encourage education. This suggests CPD in all the activities in which teachers include during the course of a career which are planned to upgrade their work.

Summary of FGD participants' views on the issue of how CPD is perceived is as follows:

It is an ongoing developmental process whereby teachers themselves identify their weaknesses and strengths. They capitalize on it for proper development needed by each teacher. However, in our case we were not lucky to employ teacher driven needs assessment to practice professional development; rather, it was cascading from the education bureau through sub-cities and influenced by principals to accept it as it is. Besides, the identified and cascaded needs are not focusing on deepening our content knowledge we have been taught,and pedagogical skills we have been using the methodology and the assessment that our ties to measure our teaching progress for feedback. Therefore, we are practicing for the sake of paperwork and report consumption, not for practical means for change."

Furthermore, teacher "E" added:

"….Instead, implementation of CPD is simply paper work copied from one another or last year portfolio document is copied to fulfill the requirement of performance evaluation and career promotion."

Principals A, B, and supervisors C & D also concurred with Teachers D and E as follows:

It is a continuous process whereby teachers are overhauling themselves by means of attending workshops and sharing data with peers about the course work and the teaching methods. In any case, we don't have the opportunity to choose our own content and process the wants for the execution of CPD. As principals, we don't distinguish teachers' staff development needs. Indeed, the teacher's role in choosing what his own learning needs could be is more limited. In such a way determining and making a difference in individual teacher needs learning and developing the profession as basically outside of our obligations to us. We drilled the cascaded needs from the instruction bureau through the sub-city and were affected by specialists from sub-city workplaces to acknowledge it because it was. Of the three needs of teachers to practice, one of their claims and the rest two cascaded from the best and demonstrate their zones of requirements. We also see their problems through general quality management program processes.

Leaders and supervisors have also perceived CPD as a burden imposed and a lot of paper work without adding value for principals, supervisors and teachers' ability and students learning and learning outcomes.Decisions about professional development needs are not based on both by teams and by individual teachers.The informants from teachers clearly indicated that the needs for implementation of the CPD were decided by education bureau, sub-city education office and the school management, albeit without consultation with staff and alignment of its development with the vision and mission of the school. Regarding the words and phrases, nevertheless, at the end they portrayed common understanding. The result confirmed by the other research conducted by Haramaya University cited in MoE (2009). The study revealed that in nearly four out of five schools the practice of continuous professional development is either absent or inadequate.To the extent that the principal, in particular, fails to well discharge these roles, even well-designed professional learning programs cannot succeed (Sparks, 2002). This agreed with that Fullan's assumption (1991:315). In agreeing with the participant, Fullan seems to argue that:

Nothing has guaranteed, so much and has been so frustratingly inefficient as the thousands of workshops and conferences that have driven no noteworthy change in improving when the teacher shouts and returned to lack students in learning their classrooms.

The same disappointment is seen in the inquiry about the professional development of teachers in developing nations (Villegas-Reimers, 2003; Leu, 2004; MacNeil, 2004).Motala and Pampallis (2020:23). These mentioned scholars agree that management of professional development in the education sector is ineffective and needs urgent attention.

The result shows that the support, which was provided by principals and supervisors for effective implementation of CPD, was insufficient and insignificant. While regarding support in implementation of CPD, one of the teacher participants - D- during the focus group discussion reflected that:

We know that we are anticipated to attempt CPD exercises in our school. I have no complaint about that. But, how could we viably actualize it in a circumstance where there's no visit and feasible support with motivations, follow-up and opportune criticism from the relevant authorities just like the principal and vice principals in charge of coordinating and managing CPD?

However, participant principal "A" expressed the following in his interview:-

As a principal, I have failed to fulfill these professional leadership responsibilities in helping teachers, enabling teachers through workshops, practicing need assessment and generating income to encourage by providing incentives to encourage teachers during CPD implementation. This was because we didn't have opportunities to

request a budget from the government and NGOs were also not interested to support CPD training and implementation. Our priority agenda has been equipping schools with educational materials and keeping the school peaceful and the safety of students as well.

Principal "B" indicated that teachers need feedback from their superiors. He expressed what he feels as follows:-
Teacher continuous professional development is nothing but the development of teachers. As a principal, I couldn't give support through monitoring and feedback to teachers, and I didn't take that as development. I give them that information to develop the whole staff. Development is in many ways…. Permanently, I delegate vice-principals to most of the duties of teachers' professional development. You know, as principals, we are always busy with academics and political cases.

This suggests that the culture of support to the school community by the leadership is yet to be developed. Lack of support and follow-up by principals and supervisors, absence of fertile ground to follow up and support targeting at meaningfully monitoring the program, the absence of sustained supervision and feedback provisions are trying factors not to sustain the implementation of continuous professional development.

Teachers' reporting progress is not being monitored in a systematic or consistent manner. In schools, this is an area that management overlooks. At the school level, there is no good planning for CPD and it is not incorporated with strategic and annual planning of the goals, activities and programs. School administration does not set aside time for these activities, and school principals, as the driving force in their schools, do not ensure that teachers participate in CPD programs or have the ability to do so.

Regarding the aforementioned point, principal "C" said: -
"My main concern or duty is to manage the staff I am leading, not CPD. It is not part of my job description. Each educator should manage his/her own CPD activities. We all have our CPD to manage. In fact, what is that?"

It is evident that no one wants to take responsibility to manage CPD activities in schools. As a result, it becomes a neglected program in the system.

In the same vein supervisor "A" elaborates the above issue as follows:
Principal's delegation is not with intent of developing and empowering the subordinates rather disregard that the benefit of professional development for quality of teachers. Teachers are responsible for CPD practices based on the cascaded and the needs identified. The role and responsibility about leading and managing CPD is not properly incorporated in our guideline.

This implies that principals are not discharging their official duty regarding the professional leadership role. This also indicates that principals are not in the line of supporting teaching staff in planning and implementing research-based professional development. Besides, CPD is not the duty and responsibility of supervisors to influence the proper implementation CPD.

Regarding this Teacher "D" added:
Content training is needed in our phase more especially for teachers; my principal has never arranged any workshops for us. Does he know that he has a responsibility to develop us? Maybe he can try to assist in intermediate and senior phases; with the foundation phase, he is clueless. My principal must enrol and study the education management and leadership degree that I have done. I will tell him to know that he is responsible for my development. In practice, CPD is not an agenda for our leaders, particularly to the principal.

This indicates that school principals have not discharged the expected responsibilities as a professional leader in enhancing the proper implementation of continuous professional development programs. The role of receiving adequate supervision, monitoring and support from various bodies are of paramount importance for the success of any education-related change agendas such as CPD. With regard to support in implementation of CPD, teacher "D" said the following during the interview:
We know that we are expected to undertake CPD activities in our school. I have no objection to that. But, how could we effectively implement it in a situation where there is no regular, frequent and sustainable support with incentives, follow-up and timely feedback from the relevant authorities like principal and vice principals that are in charge of coordinating and managing CPD.

This suggests that the leaders did not feel that their enhanced knowledge as a result of professional development enabled them to provide more informed support with incentives as intended (MoE,2009) that ensure that the institution/department/faculty produces an Annual CPD Plan and manages the budget. Teachers, on the other hand, positioned themselves as recipients of assistance. Officers involved in the program's coordination, do not have a good understanding of CPD and its prospective implementation tactics, according to an assessment of teachers' perspectives. This circumstance appears to have resulted in a lack of comprehension among the teachers who are the primary targets of the CPD program (Daniel et al, 2013). Because of their lack of knowledge, these officers and school administrators were less willing and capable of supporting CPD efforts in their individual offices and schools.

The results, thus, obtained are compatible with studies conducted by (Çalık & Şehitoğlu, 2006; Ekinci, 2010). It has been shown that school principals do not adequately support the professional development of teachers. This

finding is significantly related to the contents of the works of literature taken (Hallinger, 2003; Louis et al., 2009; Marks & Printy, 2003; Robinson et al.,2008) and has linked the work of principals to teachers' practices. Several researchers Ashebir (2014), Alemayehu (2011), Gosa (2012) and Fatih, M. (2020) stated that lack of support from principals and supervisors, lack of organizing educational activities outside the training period, lack of trained facilitators, insufficient allocation of budget, the absence of systematic follow-up and evaluation were the major hindering factors of CPD program implementation.

School leaders should be well mindful of activities that make them role models of professional development. Principals can be displayed through intelligent practices, continuous learning, advanced checking, and being open with staff regarding individual development. This indicates that principals are not role models in supporting staff in planning and implementing research-based professional development. This view is not in harmony with the argument of Koyeetal (2013) who emphasized that:

Principals shall be modeled to their teachers so that it will be easy for them to monitor their teachers. Otherwise, teachers may assume that CPD is a burden laid on them rather than a professional improvement opportunity (pp. 60).

Flawed understanding, lack of training, and documents related to CPD among teachers and educational administrators, according to a study conducted by Daniel et al (2013), were uncovered to be one of the challenges among the studied schools.

According to supervisor participants (A, B, and C):

The principals are not very actively involved in planning the meetings and professional development presentations. They confirmed that they are not "absolutely" taking a strong role in presenting information to the staff. They further said "they have to model what you expect." They said the program would not be effective if they principals were observer rather than active participants.

On the other hand, the interviewed school principal "D" indicated that:

A lack of tailored capacity-building initiatives such as timely training and experience sharing, targeting them and supervisors has resulted in their low ability to lead, supervise and coordinate CPD activities in their respective schools. Had they been adequately equipped about CPD, they added, they would have been in a position to clarify and persuade teachers about the basics and the merits of CPD. The same participants further complained that their inability to get access to various CPD-related policy documents, guidelines and manuals clearly issued by MoE and the regional education bureau are among the problems they are facing in this regard.

The school principals suggested that giving personal advice and supervision to manage CPD programs effectively is necessary. This is relevant because they must lead by example and are considered parents for the students at the schools.

In terms of leadership by example, teachers who participated in the focus group discussion unanimously elaborated:

Principals can be role models of professional development through continuous learning, acquiring new knowledge, sharing knowledge, and supporting teachers to acquire new knowledge. They have to show us the example first. So the leadership must be by example. We give good examples to the surrounding people so the changes can be quickly learned. In practice, our principals are not the role model to inspire us towards the implementation of CPD in our school.

The result of the study indicated that the professional leadership principals played very minimal role in discharging and managing their duties and responsibilities in teachers' professional development. This includes lack of modeling high standards of performance, poor development, and collaborative culture through professional learning among teachers, lack of action aiming at empowering and supporting individuals and teams as well as the absence of monitoring the implementation of continuous professional development. One of the most important obligations of a principal is to supply continuity and collaborative teacher support. Principals must gradually develop these connections, whereas taking the time to urge to know each teacher's qualities and shortcomings.

In light of the above, teacher "D" added:

Not surprisingly, the greatest barrier to practice professional development in fragile contexts is the difficult conditions in which we are working. The low remuneration, overcrowded classrooms, lack of respect and trust of our school leaders and status of teachers, community members, violence from school, the existence of too many needy students, and lack of teaching and learning materials are highly attributing to such a difficult working condition.

During this interview, the researcher observed the cold facial expression of Principal "D" while mentioning the issue of the interference of the political influence in the management of the school. He said:

"Teachers' attitude towards this profession is negative. Teachers want to earn money, but they don't want to work for it. Thus, teachers do not want to listen to our orders."

By and large, it seems that there is a lack of systems and incentives to help teachers improve their practice. Members we contacted and school directors alike raised the need for a satisfactory budget to organize programs in the schools and lack of city-level arrangements of trainings and workshops are regarded as genuine problems. In supporting this, Desalegn (2010) says, "inadequacy of resource is the main challenge of CPD implementation." Other researchers have also exhibited the same findings (Ashebir, 2014; Daniel et al, 2013). The following themes emerged during the analysis of the participants' interviews conducted in this study

Theme1: Teachers' Motivation in Managing Teachers' Professional Development
Motivation driven by principals can have a positive impact on teachers. Motivation is a force that can be viewed as a generator of energy to ignite behavior; it gives direction to behavior and underlines the tendency for positive behavior to persist, even in the face of difficulties (Bipath, 2008:79). Van Deventer and Kruger (2005:153) propose that principals should influence teachers to undertake CPD in order to improve the outcomes of the school. Furthermore, the principals are expected to identify and prioritize professional development needs systematically and implement learning and development needs in line with organizational requirements (MoE, 2013). Principal "C" agreed with this by saying the following:

By acknowledging, motivating and respecting teachers and understanding that we are all unique. Teamwork also helps us to understand each other's strengths. For now, I am still struggling to win the teachers. They tell me straight that they are exiting the system, so they are waiting for their day. This is because they are not satisfied with the job.

The above excerpt highlights the uniqueness of every teacher and the fact that a one-size-fits-all form of motivation would not inspire and ignite the energy of all teachers in the same way. If teachers do not understand the way subject teachers facilitate, then they can indicate how they want to be trained and implement CPD for the improvement of teaching and learning. Some teachers are moved by intrinsic motivation while others prefer extrinsic motivation. Ingersoll, R. M., Merrill, L., & May, H. (2014) has noted that some teachers left the teaching profession for various reasons such as a lack of job satisfaction or a desire to pursue a better job, a lack of support from the school administration, student discipline problems and a lack of teacher influence over decision-making.

Teacher-E strongly complained about a lack of leadership motivational skills that led to poor performance of the school in the following manner:

I will be frank with you, lady ... this school doesn't have leadership. Our leader does not have the interest of this school at heart in playing a motivational role in supporting us. Leadership skills in motivating teachers are needed. The teacher remains with little information and poor delivery in the class because we don't get psychological motivation and pedagogical development. If there is no development of teachers in professional competencies and skills, therefore being identified as an underperforming school suit us? However, strong leadership teams enable teachers to work with their peers and focus on improvement rather than evaluation. When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas.

Motivation is a vital factor in the amelioration of all kinds of administrative and educational set-up. In today's educational scenario, modern and dynamic principals need to be available for groups of students, teachers and community representatives. The principal as a leader is basically responsible for employing psychological/motivational techniques to become actively involved in the existing system for the betterment of learning-teaching activities.

Theme 2: Challenges in Encountered Managing CPD in Integrating Technology
It also emerged that the introduction of ICT in schools was not supported by the old teachers, which led to a drop in performance in some classes. The challenge of digital literacy does not only affect learners, but it also affects teachers as seen in the response below from school head D, which echoed the sentiments of Teacher B on this matter:

Most teachers here are old and lazy to attend workshops. They don't want to come back and give feedback as well. Most teachers that were born before computers are challenged by this world we are moving in. Most teachers in the foundation phase want to resign because they do not have computer skills.

Principal "D" explained this as follows,

I have two different types of teachers in my staff, experienced teachers with quite a number of years being in the system and a number of years teaching in one school. Others are new teachers and young. Old teachers don't like the introduction of ICT in the school. Those teachers are hindering improvements concerning learners' performance. There are school teachers who still prefer using pen and paper only in their work. The number of tech-savvy generation of teachers who tend to use social media and the Internet, is so limited. Because the world has changed so much, the old batch of school teachers must adapt to the changes.

The young teachers get ICT interesting and learners also love using these devices. Now there are signs of development in the other phase...... but on the other side there is still backwardness highly visible in schools.
Based on the views of participants expressed above, complex challenges that are either positive or negative with regard to CPD have been identified. Participants viewed the introduction of ICT in schools and its implementation in classrooms as demoralizing. Some teachers in these schools who were digitally-challenged viewed resignation as a preference to escape this challenging barrier.

Teachers in the intermediate and senior phases seem to be good implements of ICT, which is yielding good results for learners. A lack of accountability in School 'D' is a challenge that was mentioned by different participants in this school. Teacher resistance and a lack of interest in improving the culture of teaching and learning have a negative impact on learner performance. Zimmerman (2006:338) advocates that principals should identify the reasons that lead to resistance in teachers.

V. Document Analysis

Interviews and portfolios of participants were the major sources of information. As a result of qualitative information and analysis, the study has produced few discoveries related to the role of principals in managing the implementation of portfolios as a professional development/learning device for teachers and they were overseen by school pioneers. One of the critical roles was the documentation of teachers' learning over a period of time, which is generally not recorded by the teachers. The method is not also checked and assessed by principals to move forward teachers in ceaseless reflection of their convictions and practices. This ceaseless reflection provides opportunities for teachers to memorize from their claim encounters and build their information and understanding. They disregard the significance of the working environment, and learning, through reflection. With respect to this same CPD framework, MoE, (2009) states that school leaders are responsible to ensure that the institution/department produces an Annual CPD Plan and manages the budget and regularly monitors the effectiveness of the changes in the teaching and learning process.

The portfolio is not well compiled; documents were inadequately prepared because of lack of information about the format and the purpose of the portfolio. Teachers copied one from the other by simply inserting their names without discussion and understanding. Similarly, some of the portfolio documents were copied from the previous year's portfolio. Thus, using school-based continuous professional development as an instrument for upgrading and updating was given less consideration.

Here it was clearly understood that principals were not in line with practicing professional leadership roles. Basically, it should be noted that managing CPD is enhancing the implementation of CPD itself through developing the commitment of teachers by monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback.

VI. Conclusions & Recommendations

6.1 conclusions

The outcomes of this researcher's investigation have shown that it is possible to conclude that participants from all the groups, (i.e from teachers, principals and supervisors) have provided the researcher with unanimous insight regarding the necessity of CPD as they genuinely responded to the critical questions concerning their perceptions about CPD. This indicates that principals and teachers in sample schools had almost similar positive perceptions of the importance of teachers' continuous professional development. However, these participants emphasized that CPD is a burden imposed by top officials without teachers' and principals' need based topics rather cascaded from concepts which were not related to the subject matter they teach, the pedagogic skills which play a major role in empowering teachers using different strategies to improve learning and learning outcomes. Thus, CPD is a vital process that benefits the teachers and students as well.

As learnt from the result, a major role of school principals in the area of teacher professional development is making teachers capable of effectively discharging their responsibilities to produce productive citizens in delivering quality education. However, it was practiced insignificantly and was not playing the professional leadership role in building capacity among staff towards creating, nurturing, and maintaining over time to enable teachers to have a self-renewing culture and authentic learning community. The research result also indicates that principals and supervisors were not role models in practicing the professional development. Thus, it can be concluded that the implementation process might have been negatively affected because of unsatisfactory professional supports from school leadership and supervisors. There was a failure in arranging training programs, intra and inter-group discussion forums, arranging for scaling up best practices.

As mentioned earlier, logically and in reality, teaching is a long-lasting process and hence principals ought to be at the cutting edge of learning and should be exemplars for the academic staff in general. Teachers explained that successful principals demonstrated teaching practices in classrooms in which collaboration with principals expanded teacher inspires, adequacy, intelligence practices, and directions development. Notably, the principals show without proficient administration in past work, our impacts were not about as solid as when we

included them. In this way, we conclude that the leadership roles played by principals have not contributed to the effective implementation of teachers' professional development to enhance the sustainable quality of education. Moreover, the study concluded that CPD was not even satisfactorily managed in teachers' "professional practices", which specifically influence students' accomplishment emphatically.

For further research, focus on replicating and extending these findings with different populations of schools, teachers, and students, in conduct studies using mixed approach and its relation to school effectiveness in order to come up with evidence that might give policy direction about managing CPD in Ethiopia, so as to ensure wider scope and the ability to generalize and use the findings of this research.

These findings have implications for understanding exhibiting the implications of practitioners amongst whom encouraging professional school leaders who focus on instruction in managing and supporting teachers in professional learning communities and their collaborative practices in the complex role of a teacher in the delivery of quality instruction.

6.2. Recommendations

Unequivocally, CPD is a power driving the wheel of teaching and learning in class well, and it influences learners' performance at the end of the day. The conditions stated below are believed to be instrumental in helping hit the set target along this line.

The fundamental role of the principal leaders is in a supporting teacher change in attitude, understandings, and/or practices are highlighted in this case study. It is advisable and quite useful for professional learning community to shift professional development towards continuous professional development to a more support-based intervention such as modelling, coaching, observations and feedback. These communities create collaboration and joint work with other teachers on concrete assignments and problem-solving styles for supporting teachers' shared help, obligation, activity, and administration. Professional learning communities can be created where teachers can meet frequently, share skills and experiences, and work collaboratively to progress teaching abilities and the scholarly execution of learners. More prominent utilizes of social media should also be energized in this respect.

All in all, policymakers should change and reframe the existing persistent professional development guideline in a bid to address the 21st century learning skills and technological advancements.

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