

**ROLE OF LEADERS IN PROMOTING TEACHERS SKILLS THROUGH
ACTION RESEARCH IN SECONDARY SCHOOL OF KELLEM
WOLLEGA ZONE, OROMIA REGION**

MA Thesis

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**Role of Leaders in Promoting Teachers skills through Action Research in
Secondary School of Kelem Wollega Zone, Oromia Region**

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I hereby certify that I have read and evaluated this Thesis entitled Role of Leaders in Promoting Teachers Profession Development through Action Research in Secondary School of Kelem Wollega Zone; Oromia Region prepared my guidance by Chemir Etefa. I recommend that it be submitted as fulfilling the thesis requirement

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DEDICATION

This thesis is dedicated to the memory of all of my best who played enormous roles for my success and achievements.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my solely work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirement for MA Degree at Haramaya University and expected to be reserved at the university Library to be used under rules of library.

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ACRONYMS AND ABBREVIATIONS

AED: Academy for Educational Development

CPD: Continuous Professional Development

ETP: Education and Training Policy

MoE : Ministry of Education

TGE: Transitional Government of Ethiopia

TPD: Teacher Professional Development

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Role of Leaders in Promoting Teachers skills' through Action Research in Secondary School of Kellem Wollega Zone, Oromia Region.

ABSTRACT

This study was aimed to assess the role of leaders in promoting teachers skills development through action research in the case of some selected secondary schools in Kellem Wollega Zone. Depending on research question the study employed descriptive survey research design. To achieve the required purpose, four samples secondary schools were selected questionnaire and semi structure interview were used to collect data. From 188 teachers, 116 samples respondents were selected by simple random sampling to fill the questionnaire and from 10 principals, 6 samples respondents were selected by purposive random sampling and from 3,2 supervisors and 1 expert in Woreda Education Office were selected by random sampling for interview in particular. Descriptive statistics such as frequency, percentage, mean score, standard deviation and grand mean were widely used to analyze the data.

The findings show leaders in promoting teachers skills development through in-service training, work shop, seminars to improve profession development through action research knowledge and skills, allocate materials and resources, arrange appropriate teaching load and weekly time schedule for teachers action research activities, leaders create cooperative school environment to enhance communication and discussions among teachers to make the way easier.

The study recommended the need of leaders in promoting teachers skills development through action research, leaders should cooperate with all educational stakeholders to arrange in-service training, work shop, seminars and make easier the acute shortage of availability of materials and some challenges like, lack of leaders support, lack of incentive, and poor communication were found to be factors treat hinders teacher's skills development through action research in the area under consideration.

1 .INTRODUCTION

This chapter deals with back ground of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, definition of key terms, and organization of the study.

1.1 Background of the Study

Research is one of the fundamental human endeavors in the present time. People and organizations conduct research with target in mind “the conduct of research at least for two fundamental reasons: creation of the new knowledge or teacher profession developed and solving existing problems” (Ross, 2005). Action research is a process designed to empower all participants in the education process (students, instructor and other parties) with the means to improve the practices conducted with the educational experiences. It aims to contribute both the practical concern of people in immediate problematic situation and to the goals of social science. Similarly Hewitt and Little (2005) state that action research is a model of profession development which promote collaborative, inquiry reflection and dialogue .They hold the idea that within the action research process educators study student learning related to their own school setting.

In Ethiopia, it is acknowledged the action research if teachers are able to conduct; it can help them to be collaborators in tackling educational problem (such as quality, relevance, etc).More specifically, there is a belief that through action research teachers can collaborate; on the provision of curriculum, improve their work environment, professionalize teaching and suggest ideas for the development and revision of educational policy (MoE, 2006).

Another basic reason for conducting Action research by teachers as stated by Burton (2000) has been the need for continual professional development through reflection and evaluation of practices. Action research is seen as offering a vehicle for self development (Stevenson, 1995).believe that action research should contribute to the development of teachers’ practical theory of teaching by improving by coherence of those theories through a focus on understanding the relationship of the interventions and practices.

(Hopkins, 1993) state that action research is becoming widely recognized as one of the many approaches to educational research since the recent years. An educational authors and practitioners write many about the implication of action research with related to educational significance. More specifically, it is popular with and effective for many teachers and enable teachers act as researchers in their classrooms and put ideas in to practice with the aim to improve situation.

Effective school leaders are supposed to have a clear vision of effective teaching and learning (Joyce & Showers, 1980). They also need to appreciate professional development of their staff and how it can be put into effect as part of an overall strategy for school improvement. School leaders are required to create conducive conditions for teachers to continuously improve their teaching practices through action research. They are supposed to provide learning opportunities for teachers to develop their knowledge, skills, and attitudes that are needed to improve student achievement.

“The training and education of teachers are important contextual conditions for quality education and continuous professional development (CPD) as a means of improving learner performance and production of required skills” (Gray, 2005). Professional development programs as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and the learning outcomes of students. Principal give training and making awareness conducting action research in order to improve profession. Regarding action research and the development of practice the following extracts is edited from Pring, 2002. *Philosophy of Educational Research*, London, and Continuum. Action Research’ aims no to produce new knowledge, but to improve practice namely, in this case ‘the educational practice in which teachers are engaged Action research focuses on the particular.

M.Bassey (1990). Through research, action research has blossomed practice in the last ten years. it is research designed to improve action this is created not as end in itself but to improve practice. The topics of enquiry, the methods of data collection, analytical techniques, and style of presenting findings reflect the pragmatic. Needs of teachers, the intended audience may be no one other than the teacher researcher himself the intention to improve practice often result in

action research being cyclical, because striving for implement is seen by many practitioners as an ongoing professional commitment.

Teachers Training Agency (2002) is led an important initiative in recent years to encourage classroom teachers to engage in classroom research Accordingly Teachers who use research and evidence effectively in order to improve their practice and raise attainment know how to find and interpret existing, high quality evidence from a range of sources to see professional development, which includes elements of research as means of improving classroom practice and raising standards rather than an end in itself accept that systematic enquiry into specific element of teaching is a hard, but crucial component of Continuing Professional Development and key to raising the esteem in which the profession is held should be seen as equal partner with academic researchers in the process of producing evidence about teaching and using it to raise standards.

All the above ideas show that conducting action research has got a pivotal place in our school or education system in order to improve teacher profession development and to solve problems related to teaching and learning processes. Hence, the purpose of this study was to assess the leader's role in promoting teachers profession development through action research and challenges that hinder teachers to carry out action research in the case of selected secondary schools in Kellem Wollega Zone.

1.2 Statement of the Problem

The action research enables educators to inquire to collect data and to dialogue during the school day. "it is a form of self reflection inquiry that is now being used in the school based curriculum development, professional development, school improvement schemes and so on, it actively involves teachers as participants in their own educational process" (Mc Niff, 1999). The inclusion of teacher's research and reflective teaching in to our educational program is one option that should be considered when looking at larger schema of educational planning. The results of teachers engage in the process of action research and reflective teaching place, education in a more able to position to critically influence the future of teaching and learning. Today's educators cannot afford to ignore their invaluable role in teaching society through the challenges of present and future educational trends.

In line with this above ideas, research findings (Altricher, Posch and Somekhi, 1993) reveal that action research can serve many purposes. Among other things action research is believed: to improve the quality of teachers' practice and profession, to acquire more knowledge and skills, to have independent judgment, to improve their techniques and methods of instruction, to raise their understanding of educative process and get promotion.

The education directives (MoE, 2002) also state that school principals and deputy principals are expected to be engaged in the tasks or responsibilities of facilitating conditions for teachers to enable them engage in action research. That is thought to help improve the teaching learning process to evaluate the results of the studies, assist their realization, and make use of them improve school situations.

The current Ethiopian Educational policy and directives (TGE 1994, MoE, 2002 and AED, 2006) appear to share some ideas on the importance of action research at school and classroom levels. Accordingly to the Ethiopia Education police of documents teachers at all school levels are required to engage in action research activities. More specifically, apart from teaching learning process, school teachers are expected to conduct practical study and research to support and strength the teaching-learning process and examine the curriculum and give suggestion to improve teacher profession development through conducting action research.

In the teachers' evaluation scheme, the above conditions are set as requirements for school teachers to be eligible to get awards or promotion on to the ladders of the career structure. In other words, in Ethiopia education action research has three major goals: for improving teaching-learning process, for improving the school environment, for professional development and even for getting license for teaching MoE, 2006).

At secondary schools, there is high expectation that teachers can do action research to solve actual classroom problems. Despite this expectation, there are a number of problems which positively or negatively affect teachers' activities to carry out action research and there by solve real and practical educational problems in the classroom/the schools. In support of this idea, a number of scholars (; Burns, 1999) state lack of time, lack of resources, lack of motivation, lack of collaboration, problem of dissemination of research findings, school organization features, school structure and attitudes of teachers and inadequacies of research skills and knowledge are

the most frequently ranked research constraints among participants. Generally, secondary school teachers are expected to carry out action research to get promotion from one ladder to another in career structure.

Above all the researcher would like to see if leaders promote teachers skills development through conducting action research as reported in global literature are similar or different in the Ethiopian context. As school teacher, the researcher experienced that demonstrate the gap between what is expected leader role in promoting teacher skills through action research and actual involvement of teachers in action research. inspired by these reasons, the overall objectives of this paper was to assess the role of leaders in promoting teachers skills development and challenges through conducting action research in selective secondary schools in Kellem Wollega Zone. In line with this understanding, the survey would addresses attempted to answer the following basic questions:

1.3 Research Question

This study is expected to address the following research questions

1. To what extent do the schools leaders promote teachers perception toward develop profession through conducting action research?
2. What is leaders' perception towards promoting teachers skills through conducting Action Research in selective secondary schools in Kellem Wollega Zone?
3. To what extent are leaders committed to support facilitating teachers to conduct Action Research in selected secondary schools?
4. What are challenges of leaders in promoting teachers skills through conducting action research in secondary school?

1.4 Objectives of the Study

1.4.1 General objective

The main aim of this study is to assess the role of leaders in promoting teachers skills development and challenges though conducting action research in selective secondary schools in Kellem Wollega Zone.

1.4.2 Specific objectives

- To assess leaders' role in promoting teachers' perception towards conducting action research at school under the study.
- To assess the leader's perception toward promoting teachers' skills development through conducting action research.
- To assess the commitment of leaders to support teachers' have right knowledge of profession development through conducting action research.
- To identify the main challenges of school leaders in promoting issues that hinder teacher's profession development through conducting action research.

1.5 Significance of the Study

The main purpose of this study helps to identify the role of leaders in promoting teachers' profession development through action research. This study also helps to understand the problems that hinder the role of leaders in promoting teachers' profession development through action research in secondary school teachers. School principal (leaders) and cluster school supervisors to get to know how teachers' engagement in action research and identify basic problematic factors that hinder teachers from conducting action research in their school.

Also significant it creates awareness among teachers that action research is not difficult which could be left for higher level researchers rather it is part and parcel of high school teaching activities. In addition, the findings of this investigation serve as a means to show the importance of action research has for teachers' 'profession development and students' academic performances. Finally, the study is hoped to serve as a means to give insight on the current status of the issue under investigation in Kellem Wollega Zone.

1.6 Delimitation of the Study

This research would be more conclusive if it has been carried out at regional level. But the study was conducted from Oromia regional state, in Kellem Wollega Zone. The study was confined to three woredas selected by simple random sampling technique and delimited to four secondary schools out of nine secondary schools from selected Woredas in Kellem

Wollega Zone. By using simple random sampling technique among the total 204 populations, 116 teachers, 6 principals, 2 school supervisors were selected.

The study was delimited to role of leaders promoting teachers' profession development through action research in selected secondary schools of Kellem Wollega Zone, Oromia Regional State. Besides, to make the study more manageable, conceptually the study was delimited to role of leaders promote teacher skills development through action research and teacher's knowledge, attitude and practice toward conducting action research and the challenges hinder role of leader promote teachers profession development through action research were the contents of this study.

The methods used to conduct the study was descriptive survey because it helped to describe leaders role and teacher's involvement toward decision making in selected Secondary School and it helps provide information about the current practices in secondary schools. The statistic tools used were frequency, percentage, mean and standard deviation. Questionnaire, interview and document analysis was used as data collecting tools.

1.7 Limitations of the Study

This research was not without limitation because of some obstacles. Accordingly, it is difficult to generalize the findings of the study to other secondary schools since it is conducted in four secondary schools from this zone. In addition, though different strategies were employed in order to minimize the responses bias, the situation impact or social bias could have led teachers, principals, supervisors and expert of TDP at Woreda Educational office participants to respond in manner different from their true feelings. In spite of these limitations, the researcher has made every possible effort to overcome the limitation and complete the study successfully.

1.8 Operational Definition of key terms

Action Research: state that action research is a model of profession development which promote collaborative, inquiry reflection and dialogue Hewitt and Little (2005).

Challenge: Something new and difficult which requires great effort and determination. Carr and Kemmis (1986)

Professional Development: refers to actual change or progress in status of teachers within the school because of good performance and it is also one of the motivations factors. Kulari and Honan (2010)

Secondary school: - It is among the existing education level and include two Ethical part or cycle which are (9-10) first cycle and which (11-12) second cycle (preparatory MOE,1994).

School Leaders: are principals, unit leaders, department head who were working in the school.

1.9 Organization of the Study

This thesis consists of five chapters. the first chapter deals with the back ground, statements of problems, basic questions, objectives of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

Chapter two deals with the review of related literatures on ;Concept of Action Research, Importance of Action Research, Function of Action Research ,The Role Leadership in Teacher Profession Development, Leadership and Managing Domain, The Role of Secondary School Principals, Scope of Action Research, Teachers knowledge and Attitude on conducting Action Research, Challenge of Conducting Action Research, Approaches of Action Research, Action Researches is form of Teachers Profession Development and Role of Action Research.

The third chapter deals with the research design and methodology that include description of the study, research design, sources of data, sample size and sample technique, data collection instruments, procedure of data collection, method of data analysis and ethical consideration.

The fourth chapter presents the analysis and inter-pretention of the result of the body. The fifth chapter includes summary, conclusion and recommendation. As the end paper containing relevant information are annexed in the appendices.

2 REVIEW RELATED LITERATURE

The education directives (MoE, 2002) also state that school principals and deputy principals are expected to be engaged in the tasks or responsibilities of facilitating conditions for teachers to enable them engage in action research. That is thought to help improve the teaching learning process to evaluate the results of the studies, assist their realization, and make use of them improve school situations. Action research is a major ingredient of teachers' profession development that enables classroom teachers to examine their classroom practice in systematic ways.

The national education and training policy of Ethiopia recognizes the need for continue professional growth and development of all teachers at schools. The Ministry of Education has given priority for continuous professional development (CPD) believing that it is the right of teachers as well as of a great value for national development Barrow, *et al.*, 2006 (DesalegnC,2010). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmers should include school principals/directors, teachers and technical and administrative personnel develop through action research.

2.1 Concept of Action Research

The term action research was first coined by the social scientist (Lewin, 1946) that codified the action research process into four main stages: planning, acting, observing and reflecting (Newby, 2010). His model of action research is practically a series of spirals "each of which incorporates a cycle of analysis, reconnaissance, reconceptualization of the problem, planning of the intervention, implementation of the plan and evaluation of the effectiveness of the intervention"(Cohen et al.,2007). This process of self-reflection and self-evaluation can be proved a significant contributor of leadership in promoting teachers' continuing professional development, since it seems to provide them with important information regarding issues of teaching and learning, while it helps them redefine their role in classroom (Koutsoupidou, 2010).

As its application varies with time, place and setting, scholars find it difficult to give action research a comprehensive definition. Most definitions are functional others are operational. Harrel's conventional definition of the term as quoted by Cohen, et.al (1980) stated that Action Research is a small scale intervention in the functioning of the real world and a close examination of the effect of such intervention in the functioning of the real world and a close examination of the effect of such as intervention. Action research in education is a small scale practice of the practitioner (the teacher).

Role of a leader, in the context of researching, needs to establish trust (Pedretti, 1996) which often means being predictable over time. For me, I knew I had many assets that would become apparent in the days and months that followed. I was a qualified, hard worker who was enthusiastic as I offered praise in an open manner. In doing so, I built confidence and motivated others. Teachers were able to connect exchange and grow together professionally (Zuber-Skerritt, 1996). Our work was systematic and informing and brought about change through reflection and discussion. I saw my efforts as a means to release human potential, balance needs, defend values and instill a sense of initiative, which would become my responsibility to monitor and nurture (Rudduck, 1991).

As a leader and coach, I had to be in touch with my own and other participants' changing understandings (Schön, 1987). This task was more accessible once our group, under our leadership, began to communicate aloud. A functional definition given by Kemmis (1988) as cited by Loriane B. et.al is a comprehensive and widely accepted according to him. Action research is a form of self reflective inquiry undertaken by participants: teachers, students, parents or principals in social situation (including education) in order to improve the rationality and justice: Their own social or educational practice, their understanding of these practices and the situation where these practices are carried out.

Action research also defined as the research helps to search the answer for specific problem that the researcher faces while working in schools. In view of this, Elliott (1991) as cited in action research hand book (2004) states. Leadership promoting teachers in Action research is a study of social situation with a view to improve educational practice by groups of participants by means of their practical action and by means of their own reflection upon the effect of those

actions It is trying out an idea in practice with a view to improving or changing something, trying to have the real effect on the schools situation.

2.2 Importance of Action Research

Action research has various reasons why should teachers conduct it that is Personal, Social and Political reason. In this connection, Mc Niff (2001), as quoted in action research hand book (2004) argues that the social bases of action research is involvement; the education bases improvement, the improvement could be personal, professional and institutional. The practitioner, those affected by the problem and those research collaborates are let in the method to actively involved in the research for the purpose of bringing the anticipated improvement.

On the other hand regarding the reasons action research is important for teachers, L.R. Gay and Peter A. (2000) educational Research competence for analysis and application, Prentice Hall London Press. Said that it is a professional responsibility and focuses professional development and improvement on the classroom or school level, where teachers have their greatest expertise and effects. Teachers organize that organizational change is usually the result of individuals changing themselves and their personal practices, not of “Top-down” mandates. It gives teachers a voice and control over their own practices and growth from the immediately and complexity of the classroom, as do teachers motives and incentive, It treats the teachers as a professional and can help improve teacher’s moral motivation and It encourages collegial interaction and discussions about teaching.

L.R. Gay and Peter A. (2000) also suggests that, there are four beliefs underlie action research. Accordingly they say that role leadership in promoting teachers have opportunity to engage in professional growth, improve their practice and need data to do so, given the opportunity and resource and justification for action research to examine finding in their own context. Research allows growing and gaining confidence in their work. Conducting of action research influence thinking skills, sense of efficacy, willingness to share and communication, attitude toward the process of change through action research; teacher learn about themselves, their students, colleagues and can determine ways to continually improve profession need effective leader role.

2.3 Function of Action Research

Carr and Kemmis (1986) identify the function of action research as action research is a form of self reflective enquiry under take by participants in serial situations order to improve the rationality & justice of their own social or educational practices. As well as their understanding of practices and the situations in which these practices are carried out. Action research is applying scientific thinking to real life a problems /class room problem for teacher's /and represents a great improvement over teachers subjective judgments and their limited personal experiences.

The primary purpose of action research is to produce practical knowledge that is useful to people in the everyday conduct of their lives. Lewin's paper on Action Research and Minority Problems brought the term into existence, established the research approach and purpose, seeking to develop and implement change (Newby, 2010). Since then, the term has been broadly used to describe a bewildering array of activities and methods. Therefore, action research seems to focus "on action and research simultaneously and in participative manner" (Coghlan& Brannick, 2004, in Gray, 2009), whereas action researchers "engage in careful, diligent inquiry, not for purposes of discovering new facts or revising accepted laws or theories, but in order to acquire information about practical applications to the solution of specific problems related to their work (Stringer, 2004, cited in Punch, 2009).

Similarly, the review of the related literature reveals that every action research project is practically a process of systematic reflection, enquiry and action, conducted by teachers who want to study and evaluate their teaching strategies and educational practices, in order to change and improve them (Costello, 2003; Ferrance, 2000). Change is regarded as an integral part of research, involving "a feedback loop in which initial findings generate possibilities for change which are then implemented and evaluated as a prelude to further investigation.

Action research acquires another crucial dimension: it transforms the educational practice into a meaningful pedagogical process (Koutsoupidou. T, 2010) denotes that action research in the field of education comprises an original cyclical process, which moves "from action to reflection and from reflection to new action with the active involvement of all participants in

authentic learning environments”, further allowing the production of new knowledge and a deeper understanding of the learning process.

However, a considerable amount of studies in the field of action research (Mitchell, 2009; Bruce & Easley, 2000) signify that the success of every action research project largely depends on the researcher’s success with working with other people, such as action research colleagues, i.e. students on a taught program or colleagues in a professional development program (Gray, 2009) focused on collaborative action research, this process highlight the importance of sharing information, experiences and thoughts, of continuous interaction as well as of participating in joint activities. Therefore, knowledge does not reside only in teachers’ heads, but also in the meanings, relations, activities and skillful executions of praxis (Mitchell, 2009).

The extent and the quality of conscious sharing within collaborative action research projects, the tools used for enabling the community, and above all the ability of the community to engage its members by generating enthusiasm, relevance, and value (Wenger et al., 2002) are considered as factors of major importance. By inspiring the community and motivating its members, collaborative action research provides the added benefit of being a suitable context and framework in which learning is initiated, the acquired information is to be transformed into action and tacit knowledge is gradually transformed into explicit knowledge (Vaiyavutjamai et al., 2012). In this complex network of relations, specifications and limitations, in which learning and performance are actively and directly connected in a regime of mutual accountability (Wenger, 2006),

The role of leadership and management can be decisive. Communities can be inspired, helped, supported, enlightened, unshackled, or empowered (Wenger, 1998); intervention in a Community of Practice is accepted and desired, when it aims to inform and reinforce rather than to enforce and disseminate power relationships (Wenger et al., 2009). This is particularly important; since it reveals the imperative need for an innovative and flexible mentoring framework within Communities of Practice, i.e. within the framework of collaborative action research improve profession development. It can help teachers to collaborate on the action

research revision of curriculum and improve their work environment, professionalize teaching and suggest ideas for development of profession.

2.4 The Role of Action Research

Action research is likely to improve teaching learning process contributes to teachers profession development and increase the level of teachers participation in cooperative working with and for these affected by the problem and also teachers of every school levels has to know their ways of teaching and their students learning in the classroom in order to reduce the problem that influences students on their achievements. In line with this, Demircioglu (2008) noted that through action research activities participants aim to examine their own educational practice and their work place systematically and carefully so as make beneficial, changes and systematically analyze their own teaching and their own teaching and their student's performance.

According to Ferrance (2000), Action Research is used for various purposes: school based curriculum development, professional development, system planning, and school restructuring and as an evaluate tool, action research is more practical and user friendly than research defined in traditional sense. Additionally, Action Research is conducted for one main purpose t improves teaching and learning. Action research expected to facilitate learning process, disseminate the results of the research and contribute to teachers to participate in the way that partners are working with and or those affected by the problem is tackled. The teachers also as action researchers should understand the nature and level of students so as to maintain the necessary balance between external cause that affect structural and control by affecting students freedom to be autonomous in their learning activities.

Moreover, according to Sukmayadi (2011), the aim of action research is to bring about development in his or her practice by analyzing existence practice and identifying elements for change. The process is founded on the gathering of evidence on which to make informed rather than intuitive judgment and decisions. Perhaps the most important aspect of action research is that the process enhances Teacher profession development through fostering of the capability as professional knowledge, rather simply as professional knowledge uses.

From above ideas, it is possible to understand that action research plays a great role in solving teachers, students and school related problems practically and improving the practice of teachers in conducting educational action research so as to provide good teaching and learning events. Additionally, it is significant to develop teacher's competence in solving problems that face in their day to day activities in the classroom particularly and school as the whole.

2.5 Action Researches is form of Teachers Profession Development

Action research is intended to provide teachers profession development opportunity to investigate one or more problem areas related to student learning. Research and learn about best practice associated with the issue, implemented proposed solutions, interventions or innovations, and evaluate their effectiveness.

On the other hand, research and reflections allow teachers to grow and gain confidence in their work action research projects influence thinking skills, sense of efficiency, willingness to share and communicate and attitudes towards the process of change. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve. Additionally, according to Sadruddin (2012), action research is an effective plan for the professional development of teachers. It helps practitioners to improve their teaching skills.

Moreover, Kulari and Honan (2010) noted that teachers profession development is strengthened by the view that in order to improve teacher quality, teachers should be required upgrade their teachers education qualifications through in-service programs offered by teachers colleges and university, including attending in- service activities and conducting action research at school and classroom levels.

Similarly, Sukmayadi et al. (2011) indicated that the most important aspect of action research is that the process enhances teachers' professional development through the fostering of their capability as professional knowledge makers, rather than simply as professional knowledge users. Therefore, the researchers believes that conducting action research can lead teachers to develop their profession of teaching learning process and improve their knowledge and skills in undertaking research.

2.6 Teachers knowledge and Attitude on conducting Action Research

Action research in education plays a crucial role in the vision of teaching. Regarding this Knincheloe (2002), said that: If the teachers don't know their students, what they know and don't know, their fears and their dreams, their failures and successes, they cannot help them to construct a compelling and in depth view of the world and their role in it. When teachers researchers know their students, become experts in subject matter and are more adapt knowledge workers, they are beginning to put together the skills that will help them become great teacher who motivate and inspire their students. Thus, unless teaching is supported by action research, realization of intended objectives will be far from the reality. Teaching learning can be improved when teachers conduct action research themselves and develop their performance in their professional roles. Knincheloe (2002),

Teachers who are anticipated to carry out academic affairs are not suitable for teaching learning environment, an action study can support the teacher in credible to others of the importance of using option more carrying great weight techniques. According to Amare et al. (2006) in their pilot study of Ethiopian teachers' perception profession development showed that the oromia region school teachers have positive attitude to profession development which achieved through action research. Practicing different research activities improves their learning and knowledge and leads to profession progression. The reported that experience sharing through several techniques (action research and staff training workshop) improve their skills in teaching, provide innovative awareness in areas such as action research to handle various constraints. Most importantly, teachers reported that if we involved in action research it creates for them a more positive outlook on their academic impressions

2.7 The Role of Leadership in Teacher Profession Development

Effective leadership is vital to the success of student outcomes. The principal, as a leader, can improve student achievements through influencing the motivation and capacity of teachers. The principal, in essence, can affect the quality of individual teacher instruction and enhance students' achievement by improving teacher quality, which refers to several key characteristics of effective teachers including: education, licensure, credentials, commitment, successful

experience, retention, and an active interest in self-motivated professional development (Clark & Bates, 2003).

If schools are to benefit from teacher professional development, it is essential that school principals must understand its benefits and provide all necessary supports that inspire teachers to actively participate in Continuous Professional Development activities. Principals must know that teacher professional development is one of their main roles. They must ensure that teacher professional development is relevant to their school context. They must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

School principals can also play a vital role in delivering improved learning outcomes and building a culture of continuous improvement. They have a major influence on the capacity of teachers and the quality of the teaching-learning relationship. They play a critical role in ensuring that teachers are prepared through appropriate professional. The role of the principal in supporting professional development activities of teachers appears to be crucial to the success of the professional growth of teachers (Berube, Gaston, & Stepan, 2004).

They can play a crucial role in energizing and motivating the staff, in affirming and encouraging their efforts, in fostering a lively process of communication, and in establishing a continuing process of consultation. The role of leaders to motivate teachers conducting action research to solve problems in order to improve; school problems, student performances and teaching profession in secondary schools.

2.8 Leadership and Managing Domain

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leadership within the school is collegial student centered and teachers focus promoting a collective responsibility for improvement by doing action research Harris and Linda Lambert, (2003).

Leadership is a shared function and only expresses it with and through others. But it cannot delegate. The expansion of leadership is empowering others to lead and improve schools. In

empowerment as Arcaro, (1997) states:-“People are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision” leadership a critical and essential variable in the process of generating capacity for school improvement. It builds capacity for individuals to flourish and for schools to continually improve and change.

School principals empower others to lead and they serve as catalysts for changes (Harris and Linda Lambert, (2003:38-39) indicate four areas in which head teacher influences the school. The first is through establishing and conveying the purposes and goals of the 14 schools. A second through the inter play between the schools organizations and its social network. A third is through influence over people and fourth is a relation to organizational culture. Successful change leaders articulate a vision for their schools so that everyone articulates a vision for their school. So that everyone understands the vision shares authority, responsibility and accountability to accomplish it.

2.9 The Role of Secondary School Principals

School principals have multiple roles to play in the school to ensure teaching and learning. In this part, the overall roles of school principals and their specific roles in enhancing teacher professional development are briefly discussed in the section of this chapter. The principal’s responsibility is to promote the learning and the success of all students. Professional development for teachers that is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning development for teachers that is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006).

Principal leadership focused directly on learning. School principals can execute this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing sustained school-wide success for all children (Fullan, 2010; Lunenburg & Carr, 2003; Marzano & Waters, 2010).

The school principal is the chief executive and has the vital role in managing the school. . They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities. On top of that they are responsible for improving the quality of teachers by developing CPD program. They should mobilize people to adapt their practices and beliefs so that every child's learning and growth is optimized" (Donaldson, 2006). They should be committed to developing their schools as a 'professional community' Principals are the key persons in determining the success of a school.

Good principals are focused on instruction and student teaching (Sparks, 2002).The principal is expected to work with people – teachers, students, parents, and the community at large. Effective principals help other people to effectively do their respective work. The school principal demonstrates a personal and professional code of ethics. S/he demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance; Serves as a role model and serves as a role model and accepts responsibility for school operations. They help to define and allocate tasks and to coordinate the efforts of people under their supervision. With regard to teacher professional development, principals need to ensure that strong professional development programs are in place in their school.

In Ethiopia, school principals are responsible for the overall operations of their schools. They serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that the teaching learning process is implemented in a conduct learning environment that meets the objectives of the approved curricula. They are also responsible for the development of staff training programs in developing and achieving educational objectives in accordance with the needs of the school (MOE, 2005).

As delineated in the Ministry of Education Directive for Educational Management, Organization, Public Participation and Finance issued in 2002, the duties and responsibilities of school principals include: providing directions and guidance, and assuring that teachers have the necessary instructional materials to carry out their principal leadership focused directly on learning.

Principals play an important role in facilitating teacher professional development that is central to the improvement of the quality of teaching in schools. This is because professional development provides opportunities for teachers to acquire new knowledge, skills, and attitudes that can lead to the changes in behaviors that result in increased student achievement (Seyfarth, 1996). So that principals are responsible for the organization and management of individual schools including the budget assigned to the school by the district. School principals have the primary role motivate the teachers developed profession in order to increase student performance in schools. The principals have a critical role to develop teacher profession development through action research.

2.10 Scope of Action Research

Cohen and Manion (1994) identified the following scope of action research: Action research is focused on immediate application not on the development of a theory not up on general application it has placed its emphasis on a problem here now in local setting. Many action research projects are carried out in a classroom by a single teacher. As it becomes more extensive it becomes more similar to other types of educational research. The emphasis is action research, not on obtaining general sable scientific knowledge about educational problems but on obtaining knowledge concerning a specific local problem. It is usually objective specific and situational. It focuses on the detailed investigation of a single situation. It findings are not generalized to others, rather highly limited to the environment in which the research is studied.

2.11 Challenge of Conducting Action Research

According to Carr and kemmis (1986) action research is demanding complex and challenging because the researcher not only assumes responsibilities for doing the research. But also conductive action research for enacting change. Enacting change is not easy. It requires time, patience and sound planning, communication & implementation skills, so in establishing a foundation for conducting action research. The visibility and impact of early efforts may be small but it is advisable to consider carefully the relative merits of simple verses more intricate research plans and data analysis procedures. Action research engages the researcher in an

explicit program to develop new solutions that alter existing practices and then test the feasibility and properties of innovation.

Action research can attract the greatest attention at the most opportune time. Burns (1999), who conducted a research on action research constraints among teachers in the USA, UK and Ireland, classified these challenges in to three as ranked by his research subjects in the three countries. Accordingly, lack of time, lack of resources, school organizational features and inadequacies of research skills are the most frequently ranked research constraints among participants. Obtaining consent, language of research, pressure of student examinations, and disapproval of principals are the second serious problems which seem to hamper teachers 'undertaking of action research. Carr and kemmis (1986)

That is followed by human factors such as disapproval of the colleagues, misconception of role of teacher; professional factors and students' disapproval are other factors that hinder teachers' involvement in action research. Identified as fourth set of factors are: heavy work load, limited leaders support, anxiety in sharing classroom practices, anxiety about research skills, suspicious of the usefulness of action research, and time table pressures are also found to hamper teachers' involvement in action research Tadesse (2007).

2.12 Approaches of Action Research

Depending on the scope and nature of the problem, Practitioners could design their system of solving a problem in classroom may not be equally convenient for problem that similarly affects many classes and that affects a school or schools at large. This is simply because every classroom has got unique situations teachers. Teaching methods, communication carried out what couldn't be the same in all classrooms, thus it is important as research to think different approaches of acting and reflecting upon the problems. What this understanding practitioners are advised to improve their practice using either of the three action research and school wide action research. With the exception of scope the approaches are the same they all aimed at improving educational practices on the basis of diagnosing specific problem of practitioner. Practitioners could be teachers, administrator or supervisors, the first being the main actors. Calhoun (1993).

According to Calhoun (1993) practitioners (action researchers) have to consider five points in choosing an approach for their study. Individual action research purpose and process focuses change in single classroom and the teacher is inspired university courses, supervisors, principals and professors are external agents qualitative or quantitative data utilized depending on the researchers ability. The primarily audiences are teachers, students and parents in the same school may researches on the same topic there is on collegiality.

Collaborative action research purposes and process a number of teachers are involved they can work even with external agents it can focuses on one or more classroom work with external agents like university staff intermediate services agencies the research is conducted on basis of division of labor the participants are primary audiences the external support benefit practitioner researcher skills and knowledge due to long stay in collective work. Ferrance (2000) noted that principals help their teachers by working collaboratively and it helps in their professional development. One way to begin modeling the realities of change within professional practice is to utilize action research

School wined action research focus on school problem to improve the school situation and instruction data utilized school leadership teacher's team. Qualitative or both audiences division of labor data could be collected from others schools. Sharing results as all the school community members involve sharing results on the basis of a single classroom. Thus collaborating of leaders promoting teachers in the school, improve their profession through action research.

Table summary of approach of action research

Considered point	Individual Action Research	Collaborative Action Research	School Wined AR
Purpose & Process	Focuses on change in single classroom .A Teacher defines the problem and seeks solution for problem students and parents may involve in generating ideas and information	A number of teachers are involved and they can work even with external agent. It can focus on one or more classrooms, its scope may extend to a district.	Focuses on a school problem to improve the school situation and instruction can serve as formative evaluation

			and increases content of inquiry. Literature is used
External support	The teacher is inspired by university courses supervisors, principle & professors. External agents as a mentor to the teacher.	Work with external agent, university staff intermediate service agencies etc	Focuses on a school problem to improve the school situation and instruction
Data Utilized	Qualitative or qualitative depending on the researcher's ability he/his emerge from the process.	More likely quantitative The research is conducted on basis of division of labor.	School leadership teacher teams or district administrator.

Action Research handbook (2004:14)

Generally the major findings of these studies, the status of action research in the Ethiopian secondary school has suffered from the following problems or constraints: inadequacy of research knowledge and skill research, leaders and teachers attitude toward conducting action research, lack of imagination, lack of financial and materials, lack of teachers and leaders confidences, lack of motivation and interest, administrative problems, absences of government policy with regard to academic freedom and failure in coordinating efforts among educational authorities in research activities.

From above description of findings of available studies on the current status of teachers profession development through action research, one can safely infer that undertaking action research to develop profession is perceived as a complex process by most school leaders and school teachers and hence, there is less effort and less participation; few teachers who participated to undertake research have applied the traditional research approach. Action research in Ethiopian schools is at its early stage of development, that is most available studies disclosed a characteristic of infancy though some attempt have been made by teachers to undertake action research. In general, the extent to which action research carried out was low in secondary schools of Ethiopia due to various internal and external challenges.

3 .RESEARCH DESIGN AND METHODOLOGY

This section generally deals with the methods employed to carry out the research. It includes descriptive study area, research design, sources of data, sample size and sampling technique, data collection instruments and procedure of data collection and method of data analysis.

3.1 Description of the Study Area

Kellem Wollega Zone is found in Oromia Regional State, about 652 KM from the capital city of oromia regional state, Addis Ababa. It is bordered with Gambella Region in the east; with East Wollega Zone in the west; with Beneshangul Gumuz Region in the north and on the south with Illu Abba Bora Zone. The study was conducted in Kelem Wollega Zone from eleven Woreda in three selected Woreda (Hawa Gelan, Seyo and Saden Chenka) four selected secondary schools which account schools 40% in that selected Woreda. Those schools are named:-Burayu, Mechara, Jahan Seyo and Chenka Secondary Schools.

3.2 Research Design

In this study descriptive survey research design was employed. In this regard, Cohen (1994) stated that descriptive survey research design helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. The designs of this survey used both quantitative and qualitative approach (mixed approach). The quantitative approach survey design was employed and the data collected by qualitative method was triangulated with the quantitative data. According to Creswell (2009) the co-current embedded strategy of mixed method can be identified by its uses of one data collection phase, during which both quantitative and qualitative data are collected simultaneously.

The descriptive survey is more effective in assessing the current practices in its natural setting. Moreover, descriptive research design makes the prediction of the future on the basis of findings on prevailing conditions possible. Likewise, Jose and Gonzales (1993) noted that descriptive

research provides a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings.

3.3 Sources of Data

3.3.1 Primary source of data

The primary source of data was collected from school principals, supervisors, and teachers. To obtain reliable and objective information, data used was collected from various sources and efforts were made to cross check the reliability of the collected data. The primary source of data or information from teachers through questionnaires and principals, teacher development program expert at Woreda level and supervisors were interviewed and obtained relevant information.

3.3.2 Secondary source of data

The secondary source data were collected from report written in teacher's portfolio and documents of Teachers Development program found in selected Woreda, data was obtained through documents of the school and had known the challenges and the practices teacher profession development through action research in the selected secondary schools of Kellem Wollega Zone.

3.4 Population, Sample size and Sampling Technique

The study would be conducted in selected secondary schools of Kellem Wollega Zone. In this Zone, there were 37 secondary schools (9-10). In order to secure the necessary data of information with regard to the role of leaders in promoting teachers skills through action research in the Kellem Wollega Zone secondary schools, the four secondary schools: Burayu, Jahan Seyo, Mechara and Chenka Secondary Schools from the Woreda (Hawa Gelan, Saden Chenka and Seyo) Town would be selected by random sampling method. In simple random sampling, each elements of the population have an equal and independent chance of being selected (Kothari, 2005). From eleven Woreda three Woreda were selected by simple random technique and in those selected Woreda from nine Secondary Schools four secondary schools were selected by Stratified Sampling technique depend on duration of establishment from the

old schools, medium and recent schools those schools from different places. According to the data obtained from Kellem Wollega Zone Education Department, there were 204 target populations in selected schools of the Zone. From three cluster supervisors two were selected by random sampling method, six principals were selected from ten principals and 116 (62%) from 188 of teachers found in the sample schools were selected also by simple random sampling technique used to select school principals and teachers assuming that they had adequate information on the topic because of their positions in the education system. According to Henning et al. (2004) and Merriam (1998), purposive sampling involves selecting people who fit the criteria of desirable participants based on their experience or knowledge.

Table : Summary of population, sample size and Sampling technique

No	Name of Schools	Teachers				Principals				Supervisors				TDP expert			
		P	S	%	S.T	P	S	%	S.T	P	S	%	S.T	P	S	%	S.T
1	Burayu	46	33	72	S. R	3	2	67	S.R.	1	1	100	Avi	1	1	100	Avi
2	Mechara	27	16	59	S. R	2	1	50	S.R	-	-	-	-	-	-	-	-
3	Jahan seyo	65	37	57	S. R	3	2	67	S.R	1	1	100	Avi	1	-	0	-
4	Chenka	50	30	60	S. R	2	1	50	S.R	1	-	0	-	1	-	0	-
	Total	188	116	62	S. R	10	6	60	S.R	3	2	66	S.R	3	1	33	S.R

Key: S.R =Simple Random, Avi.=Available, P= population, S= Sample, %= percentage S.T= Sampling Technique

3.5 Data Collection Instruments

The study data collection tools to be employed would be questionnaires, interviews and document analysis because they are suitable tools to gather real rich and wider information from the subjects of the study.

3.5.1 Questionnaire

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience. The questionnaire is the most widely used type of instrument in education.

The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses (Gall, 2007). A thirty seven questionnaire was prepared by the researcher to collect information from teachers filled the questionnaires because the researcher believed that they are rich the information required to accomplish the research. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely. Hence, questionnaire was prepared in English Language and administered to all teachers 'participants with the supposition that they can understand the language. It was consisting of two parts. The first part deals with the general background of the participants. The second part was containing the total number of both closed ended and open-ended question items that pertain to the basic questions of the study.

To check the appropriateness of the items, pilot test would be conducted in Milk Mojo Secondary School which non target in sample schools. A pilot study was conducted as a preliminary step to avoid errors. Its main objectives were to detect possible weakness relating to ambiguity due to poor morphological formulation and enable the researcher to make necessary corrections and adjustments. To do this, seven randomly selected teachers and three principals were participated. In an attempt to get valid information, draft instruments were checked by advisor, experienced teachers and principals those have Degree of master in EdPM. In accordance with suggestion from these experts, modification would be made on the errors that being identified. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. As a result, three irrelevant items were removed; two lengthy items were shortened, and many unclear items were made clear.

Thus, in this, it appeared that the average obtained from each component was 0.875 and helped to predict that the questionnaires were reliable. Then an internal consistency reliability

estimate was calculated using Cronbach Coefficient of Alpha for the questionnaires. The researchers found the coefficient of Alpha (α) to be .845, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, et al. (2007) also suggest that, the Cronbach's alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, <0.5 poor

3.5.2 Interview guide

Interview was permitting the researcher to explore issues which might be complex to investigate through questionnaires and to allow better flexibility for interviewer and interviewee. Semi structure interview was used in this study.

Semi structure interview was made with 6 principals, 2 cluster supervisors and 1 teacher development program expert at Woreda Educational level in order to dig out the information about teacher's profession development. Semi interview were permit the researcher to explore issues which might be complex to investigate through questionnaires and to allow better flexibility for interviewer and interviewee that in turn would give him/her better opportunity to explain what he /she feels on the issue more explicitly (Best and kahan, 2003). Moreover it enables to gain detail information about the efficiency of the system. The interview was prepared in English and conducted in one to one way by the researcher, and the responses of the interviewers taking short note.

3.5.3 Document Analysis

The document used for the study included current action research papers, minutes of staff met, and standardized documents on teacher CPD. Individual teacher portfolios would also analyzed and find out and determined. The principals answered back to teachers and other related documents seen and checked how many teachers implemented action research and solved problems in the schools context.

3.6 Procedures of Data Collection

After sampling schools were selected for the study, the researcher adopted three steps in collecting data for the study, First, relevant literature were reviewed to set adequate

information about the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted after the questionnaire were prepared in English language. Finally, Semi-Structured interview were conducted to Principals and supervisors

3.7 Method of Data Analysis

Depending on the nature of the basic questions and the data collected, coding and analysis using percentage and frequency distribution was made. Percentage used to elaborate the characteristics of the respondents and interpret data. And frequency distribution was used to check the repetitions of the respondents' perceptions. Data obtained from school teachers and principals were analyzed and interpreted with the help of descriptive statistics like frequency, percentage, mean and standard deviation were used to check for significant differences between responses of respondents about role of leader in promoting teachers conducting action research in selected secondary schools of Kellem Wollega Zone.

The reason to select that statistical tool was believed to be the most suitable measure to describe leadership role initiating teachers conducting action research implementation and major challenges in the schools. Both qualitative and quantitative methods were used for the data analysis. Percentage and mean were used to examine the personal characteristics of respondents and to evaluate the disparity in responses among different group of respondents on correspondence to the main research questions. For open-ended questionnaire and interview part, the researcher narrated and interpreted qualitative data.

3.8 Ethical Consideration

Ethical considerations play a major role to deal with concerns that the respondents had about the research topic and their responses. In relation to ethical consideration, Welman, Kruger, and Mitchell (2005) explain that ethical considerations and ethical behavior are as important in research as they are in any other field of human activity. Any research which involves other people in some way has ethical implications. Because education is a social action, data gathering and analysis within this study inevitably affects the lives of other people involved in the study (Waters-Adams, 2006). Hence, researchers must deal with ethical issues when their

intended research involves human beings (Polit and Beck, 2010). In view of the above, this study adhered to ethical considerations. The main ethical principles that were considered in conducting this research study were obtaining informed consent.

In general, the researcher obtains informed consent from both the schools and individual respondents by informing them the purpose of the study and told them that participation was voluntary. In other words, before starting collecting data the researcher assured participants that the information they would supply be safe-guarded and would not be disclosed to the public in a way that it could identify them. That means any information they would provide be kept strictly confidential and would be used for research purposes only. Analysis would be done using pseudo names or codes for security reasons. Confidentiality was always an important consideration when collecting data for evaluation. The researcher went to the study area and contacted with principals, supervisors, teachers and the expert of TDP at Woreda Educational level and got their willing and arranged convenient time to the questionnaire and interview.

4 RESULTS AND DISCUSSION

This chapter tries to analyze and discuss the data collected from teachers and leaders to seek appropriate answers for basic questions raised in the statement of the problems. To this end, 116 copies of questionnaire were distributed to 103 males and 13 female teachers in four selective Secondary Schools of Kelem Wollega Zone were duly filled and returned by respondents. Therefore, analysis was made based on the data obtained from the 116 respondents. In addition 11 guiding questions were prepared for interview. The information obtained through interview with 6 principals, 2 cluster supervisors and 1 expert of TDP at Woreda Education level was also used as a complementary data for analysis. School observation checklist was used to check the evidence of application records, reports and practices.

This chapter comprise of two parts. The first part presents the characteristics of the sample population involved in the study. Thus, the profile of the study group was discussed in terms of sex, age, educational level and years of services or experiences and the teaching load. Part two of this chapter presents and analyzes data obtained about leaders role in promoting teachers attitude toward profession, knowledge and skills development through conducive action research ; leaders and teachers attitude toward profession development through action research; the commitment of leaders to support teachers facilitating availability of materials and financial resources to conduct action research and potential barriers preventing leaders' role in promoting teachers profession development through action research. Data analysis used by likert scale; 4-5 =strongly agree; 3.51-4 = Agree, 2.51-3.5 = undecided, 1.5-2.5 = Disagree, 1-1.5 = strongly disagree .Average mean= 3.13

4.1 Demographic characteristics of the respondents

The purpose of this section is to provide some basic background information pertaining to sample population. Accordingly, the characteristics of the study groups was examined in terms

of sex and age and also tries to provide some basic background information of the respondents pertaining to educational level, years of service or experience and weekly teaching load. To this end, the summary of data was presented in table 3 here

Table : Sex, Age, Experiences, Educational qualification and teaching loads of the respondents (teachers, principals and supervisors)

No	Items	Variables	Teachers		Principals		Supervisors	
			F	%	F	%	F	%
1	Sex	Male	103	88.8	6	100	1	50%
		Females	13	11.2	-	-	1	50%
		Total	116	100	6	100	2	100
2	Age	20-25 years	26	22.4	2	-	-	-
		26-30 years	57	38.79	4	-	2	100
		31-35 years	12	10.34	-	-	-	-
		36-40 years	12	10.34	-	-	-	-
		>40 years	9	7.75	-	-	-	-
		Total	116	100	6	100	2	100
3	Experiences	1-5 years	19	16.4	-	-	-	-
		6-10 years	23	19.8	2	33.3	-	-
		11-15 years	18	15.5	3	50	2	100
		16-20 years	15	11.2	1	16.6	-	-
		21-25 years	17	14.6	-	-	-	-
		26-30 years	9	7.75	-	-	-	-
		>30 years	2	1.7	-	-	-	-
		Total	116	100	6	100	2	100
4	Educational qualification	Diploma	3	2.72	-	-	-	-
		Degree (B.A/B.Sc)	113	97.41	5	83.3	1	50
		MA/MED	-	-	1	16.7	1	50
		Total	116	100	6	100	2	100
5	Teaching loads per week	Below 8 period	-	-	-	-	-	-
		8-14 period	12	10.9	2	33.3	-	-
		15-24 period	70	60.3	-	-	-	-

>25 period	34	29.3	-	-	-	-
Total	116	100	-	-	-	-

F= frequency, % = percentage

The background information of the teachers indicated that 103 (96.26%) of the respondents were male. That is, the male teachers constitute the majority of the teachers and female teachers constitute a small proportion of the respondents. Regarding the age of the respondent's about 83 (71.5%) was in between the age of 20-30 years. This indicates that the majority of Secondary School teachers in the study area were young. As a result, a number of teachers might have potential to improve profession by using necessary experience to carry out action research.

As shown in this table, 61 (52.58%) of the respondents served as more than ten years. This implies the majority of the teachers have experiences in teaching in secondary schools and opportunity of teachers to be engaged in action research any effective research activity requires attributes such as interest, discipline, research skill, experiences, educational level and so on. Accordingly, respondents were asked to indicate their experiences and educational level.

With regard to educational level of the teachers, in the same table item 4, most of all the respondents, 113 (97.41%) were BA/BSC/BED holders. This clearly shows that respondents had required educational qualification to work as secondary schools teachers' and by implication the potential to be engaged in action research.

In the last of this table (item 5) indicated teaching loads of the respondents per week. Accordingly, the majority of teacher respondents 66(60%) reported to be teaching for 15-24 periods per week; a considerable proportion of teacher that 32 (29.09%) have teaching load of above 25 periods per week. From this, one can safely conclude that teachers in secondary schools were relatively overloaded to carry out action research. However; the rule forced them to teach above 25 school time table and minimum teaching loads observation indicated that majority of teachers taught more than 20 periods per week.

From interviewed with principals and supervisors the teaching load together with managerial duties could influence teachers to conduct action research, it seems undeniable those heavy teaching loads negatively affect teachers' to carry out action research. Therefore, to know whether or not heavy teaching load was one of the potential factors preventing teachers from conducting action research, respondents were asked to provide their opinions. In line with the above ideas, Seyoum (1998) states that the lack of training in research skills in pre-service teachers 'educational program makes teachers handicapped to conduct action research unless in- service training are frequently arranged.

4.2 Leaders in promoting teachers skills attitude toward conduct action research

To elect the extent of leader's role in promoting teachers attitude toward Profession, knowledge and skills development to conduct action research, items were raised in table 4

Table : Status of Action research involvement

No	Item	Yes		No		Total	
		F	%	F	%	F	%
1	Have you taken research course	112	96.5	4	3.5	116	100
2	Based on question no 1 which result course had you taken						
	Action Research	77	66.4	0	0	77	66
	Educational research	39	33.6	0	0	39	34
3	Have you participated in any in service action research	23	17.2	93	80	116	100

In above table 4 the majority, 112 (96.5 %) of the teachers responded that they had taken research course at university or college level. In addition, the respondents were asked to specify the type of research course that had taken at college or university,

The next item indicated that 77 (66.4%) of the teachers indicated that they took action research as a course at university or college. However, 39 (33.6%) respondents reported that they had taken Educational research course at university or college.

The last item of the same table indicated that respondents were also asked whether or not they had participated in any training programs like work shop or seminars on action research. As clearly seen from the table the majority 93(80.2%) teachers said that, they had not participated in such types of training; only less than a quarter of the respondents 23 (20.9%) of teachers had taken trainings of that sort. Moreover, from item 3 the mean value calculated among 23 respondents, 13 (56.5 %) of the teachers suggested that the training assisted them medium in conduct action research, while 6 (26.1 %) of the teachers confirmed that the training assisted them to a low extent and 4 (17.1 %) very low. The correspondence mean value (2.4) and implied that the trainings, workshop, conferences given to teachers were inadequate and did not help them to had necessary research knowledge and skills to engage in action research aimed at solving practical educational problems. With regard to open ended questions respondents suggested that, though significant numbers of teachers had taken action research course at university or college, still there were teachers who did not take either educational research or action research course; as a result, they had not required knowledge and skills to carry out action research.

In depth interviewed with principals, secondary school supervisors and expert of TDP at Woreda level and from document analysis revealed that even though the largest proportion of secondary schools teachers took action research or educational research course at university or colleges, they did not acquire the basic knowledge to apply as intended. Regarding the problem with teachers' research knowledge, and skills one of the interviewed reported

Table Role of Leaders in promoting teachers attitude toward conduct action research

No	Item		Responses						Mean	SD
			5	4	3	2	1	T		
1	The leaders creating awareness about action research among teachers	F	66	35	8	5	2	116	4.4	0.9
		%	56.8	30	6.8	4.5	1.8	100		
2	Leaders promote action research can help teachers profession development	F	64	38	9	3	1	116	4.4	0.9
		%	55.2	33	7.8	2.8	0.9	100		
3	School leader's motivating of teacher has a great influence on the conducting action research	F	57	44	10	3	2	116	4.3	0.9
		%	49.1	38	8.6	2.8	1.8	100		

4	The school principals enforce teachers to conduct action research for improving their professionalism	F	34	43	24	10	5	116	3.8	1.1
		%	29.3	37	21	9.1	4.5	100		
5	Action research is useful for the improvement of the classroom instruction	F	49	54	10	3	-	116	4.3	0.7
		%	42.2	47	8.6	2.5	-	100		
	Grand mean								4.24	

Note that f= Frequency; and % = Percentage;

In table 5, item 1 show that leader creating awareness about action research among teacher to develop profession 66 (56.8%) strongly agreed and 35 (30%) of participants responded agreed. From this it was possible to conclude with the mean value (4.4) and standard deviation (0.90) that teachers in sample schools had agreed on leader awareness to conduct action research to develop profession. But from document analysis action research work of teachers, the content and format is not in the layout of action research. Most of the documents did not contain conclusion and recommendation. It seems as from teachers write paper reported to the school leader to be evaluated. As Johnson 1994, lack of research knowledge, which they perceive differ from individual to individual as far as action research, is concerned.

As clearly shown in above table in item 2 and 3, 60 (52.2%) strongly agreed and 41 (35.3%) agreed respondents conducive action research help teacher profession development and need leader motivation and interviewed with principals, expert of TDP at Woreda Educational level and cluster supervisors confirmed that through conducive action research teachers developed professionalism.

As indicated in this table 5 item4 and 5, 42 (35.8%) of the respondents strongly agreed and 49 (41.8%) agreed with the idea that leaders promote teachers action research was useful for the improvement of the classroom instruction and professionalism. Supporting the ideas, the interviewed explain that it was responsibility of classroom teachers identified classroom problems that he/she encountered while undertaking the day to day instructional activities and to seek appropriate solutions. Moreover, the mean value of the study 4.24 which was much greater than the average mean value indicates that there was consensus among the majority of the respondents on the idea that teachers should study educational problems and seek solution.

Supporting above ideas Johnson (1995), states that knowledge and skills acquired could differ from individual to individual as far as action research is concerned. This shows the necessity of expertise and appropriate experiences in conducting research, since it deals with the number of variables. The important of research knowledge and skill to enhance teachers' involvement in research is unquestioned. As argued in previous chapter, before starting to teach, teachers are required to be equipped with necessary knowledge and skills, which could enable them to: bring behavioral change on their students, solve instructional problems and cope up with teaching profession.

4.3 Leaders and teachers attitude in profession development through action research

Attitude that leaders and teachers have toward action research plays significant role for success or failure of reflective practice to develop profession. As shown in table 5, attempts were made to identify leaders and teachers attitude toward profession development through conduct action research in the schools under the study. In order to achieve the purpose of the study, eight questions were posed in the table.6.1 respondents were asked to express their degree of agreement about some four positively stated opinions with the help of five -point Likert scale.

Table 6.: Leaders and teachers attitude on positively stated opinions in practical understanding on action research.

No	Items		Responses					Total	Me	S.D
			5	4	3	2	1			
1	Action research contribute in solving practical educational problem to develop teacher profession	F	64	43	7	2	-	116	4.5	0.67
		%	55.2	37.0	6.0	1.7	-	100		
2	Leaders promote teachers should study classroom problems and improve profession	F	60	40	9	4	3	116	4.3	0.94
		%	51.7	34.5	7.8	3.4	2.6	100		
3	School leadership promote teachers profession development	F	58	47	7	2	2	116	4.4	0.80

	through action research is a good activity	%	50	40	6.0	1.7	1.7	100		
4	Leaders have great role in promoting teacher conducting action research in order to improve their profession or to develop their knowledge.	F	60	40	7	5	4	116	4.7	1.0
		%	51.7	34.5	6.0	4.5	3.6	100		8
	Grand mean								4.4	

Note that f= Frequency; and % = Percentage;

As clearly shown in the table 6.1 item 1, about 64 (55.2%) of respondents strongly agreed and 43 (37.0%) agreed that action research contributed in solving practical educational problems. Similarly, the interviewed with principals conducted cluster supervisors and action research CPD coordinator at the Woreda level confirmed that thought teachers involvement in action research had positive out look to action research contribution towards solving practical educational problems. Moreover, the mean score (4.5) and standard deviation (0.67) indicated in the table shows the high value teachers agreed to conduct action research in order to improve profession. Hopkins (1993) discussed that action research is a process designed to empower to solve educational problems with the means to improve the practices conducted with the educational experiences. Zuber-Skert (1993), also states action research can improves the practice of learning, teaching and management in a systematic way and to suggest and makes change in improvement.

As indicated in table 6.1 item 2, 60 (52.7 %) of the respondents strongly agreed and 40 (34.5 %) agreed with the idea that teachers were required to study classroom problems and improve profession. Regarding ideas show, the interviewed result it was the responsibility of classroom teacher was identified classroom problems that he/she encountered while undertaking the day to day classroom activities and improve profession. Moreover, the mean value of the study 4.3, which was much greater than the average mean value, indicated that there was consensus among the majority of respondents on the idea that teachers should study class instructional problems and profession improvement. These said that attitudes of teachers towards action research in the study area were promising. That is in agreement with what Altricher, Posch and Somekh (1993) have asserted.

With regarding to item 3 the same table aimed at, 58 (50.0 %) of the respondents strongly agreed with the idea and 47 (40.5%) agreed. According above responses, nearly all of the respondents perceived teachers' involvement in action research as good activities. Teachers in the study area had positive attitudes towards teachers' profession development through action research activities. Hitchcock and Hughes (1995) states that action research as an inquiry conduct on particular issue of current concern, usually undertaken by those directly involved, with the aim of In responses to item4 of table6.1 shows, 60 (51.7%) of respondents strongly agreed and 40 (34.5 %) agreed that leaders had great role in promoting teachers through conducting action in order to improved their profession and developed their knowledge and skills. From interviewed with principals and supervisors the teachers could solve problems facing in teaching learning process through action research in classroom instruction.

Table 6.: Leaders and teachers attitude in negative stated opinion profession development through action research.

Attitude that leaders and teachers have toward action research plays significant role for success or failure of reflective practice to develop profession. Respondents were asked to express their degree of agreement about some four negatively stated opinions with the help of five -point Likert scale.

No	Items		Responses					Total	Mean	S.D
			5	4	3	2	1			
1	Teachers profession development through action research is a time wasting activity	F	2	3	7	41	63	116	1.6	0.84
		%	1.8	2.7	6.0	35.3	54.3	100		
2	Action research is paper value not solving classroom problems and not develop teachers profession	F	3	3	11	53	46	116	1.8	0.89
		%	2.7	2.7	9.5	45.6	39.7	100		
3	To improve teacher profession through conducting action research must left for higher institution not for secondary schools	F	2	3	4	46	61	116	1.8	0.83
		%	1.8	2.7	3.4	41.4	52.6	100		
4	Teachers acquire knowledge	F	10	15	7	38	46	116	2.2	1.33

not by action research but by up grading their profession	%	9.1	13.6	6.0	32.8	39.	100
						7	
Grand mean							1.85

Note that f= Frequency; and % = Percentage

As observed in the table 6.2 item1, teachers were asked to express their feelings on whether or not they perceive action research as time wasting activity. The responses from school teachers in the school under investigation revealed that action research is not a time wasting activities rather it could solve practical educational problems. In this table, 41 (34.5%) disagreed and 63 (54.3%) strongly disagreed that action research was a time wasting activities. The above discussion with the corresponding mean value (1.6) and standard deviation (0.84) disclosed that teachers in the study area did not perceive action research as time wasting activity.

Regarding with action research was paper value, not solving classroom problems that, 53 (45.7%) of respondents disagreed and 46 (39.7%) strongly disagreed. From the responses we could conclude that most of the teachers and leaders had positive attitude towards the idea that action research could solve problems, and small numbers of respondents had not good attitude on action research could solve classroom problems.

The data from interviewed related that some teachers had not good attitude towards action research that action research was producing a compile of papers with no value, a substantial number of teachers tried to undertake action research took for the sake of getting promotion from one ladder of career structure to the next, most, of their works appear to duplicate works done by teachers who did produced good works and secured promotion .

In the same table (item 3) show that, 107 (92.2 %) respondents revealed that conducting action research must not be left for only higher institutions but for secondary schools teachers and leaders. Accordingly, interviewed with principals and supervisors action research must conduct in secondary schools in order to solve problems and improved profession, but practically from document analysis in secondary schools the practice of action researches were negligible.

In the responses to item4 of table 6.2 illustrate, 46 (39.7%) strongly disagreed and 38 (32.8%) disagreed with teachers acquired knowledge not by action research but by upgrading his profession. Best and Kahn (1992), states teachers engage in action research increase their understanding of schooling, they hold the idea that through systematic controlling of action research, teachers can become professionals more interested in pedagogical aspect and more motivated to mitigate their research and teaching interest in holistic way. The mean value (1.8) and standard deviation (1.33) indicates that teachers and leaders can acquire knowledge by action research.

The interview from principals, cluster supervisors also indicated that the teacher can increased their knowledge by conducting action research in their school setting. But from document analysis very few action researches present in secondary schools under the study.

To support the above ideas local study conducted by Mokonnin (2001) state that lack of time and energy of leaders due to heavy work load, lack leaders professional self-confidence and the variance between many available research methodologies and teacher's skills ways of working in classroom and absence of professional support were identified as the main constraints of action research practice

4.4 The commitments of support materials provided by school leaders

The commitment of leaders to support teachers facilitating availability of materials and financial resources were obvious that conducting research and implementation. Some of this listed in table below

Table 7: The Commitments of support materials provided by school leaders

No	Item		Responses					Mean	S.D	
			5	4	3	2	1			T
1	Financial support	F	-	9	13	27	67	116	1.7	0.95
		%	-	7.75	11.2	23.3	57.8	100		
2	Time allowed	F	-	-	14	70	32	116	1.8	0.6
		%	-	-	12.1	60.3	27.6	100		
3	Reference book	F	-	5	10	26	75	116	1.5	0.85
		%	-	4.5	8.6	22.4	66.6	100		

4	Journals needed	F	-	-	-	12	104	116	1.1	0.28
		%	-	-	-	10.2	89.7	100		
5	Unpublished materials	F	-	-	-	9	107	116	1.1	0.29
		%	-	-	-	7.75	92.2	100		
6	Stationeries	F	-	8	14	24	70	116	1.6	0.94
		%	-	7.2	12.1	20.7	60.3	100		
7	Periodicals	F	-	-	10	10	97	116	1.2	0.56
		%	-	-	8.6	8.6	83.6	100		
Grand mean									1.4	

Note that f= Frequency; and % = Percentage

the availability of financial and materials resources has significant contribution by way attempted to summarized whether the required resources that would enable teachers, were available or encouraging teachers to carry out action research analysis as follow

As shown in table 7, 67(57.8%) teachers' respondents rated financial availability in their respective schools as less adequate. In general, majority of the respondents with corresponding mean value (1.7) and standard deviation (0.95) which was lower than average mean value reported that the availability of financial resources for teacher's profession development conducted action research as nearly unsatisfactory. On top this, respondents were asked to evaluate the extent to which time allowed unavailable in their schools. In response showed that 32 (27.6%) strongly disagreed and 70 (60.3%)disagreed indicated that due to heavy teaching loads and managerial function not time allowed for conduct action research on problem faced during teaching instruction in classroom. In addition, interview with principals and supervisors the time very expensive in secondary schools because of shortage of teachers or man power. Additionally, Tadese (2007) also found that as secondary schools teachers are affected with lack of time to conduct action research.

Regarding to availability of reference books, the majority of teacher's respondents, 75 (64.7%) replied that the availability references books in the schools under the study was inadequate or scarce. Moreover, the corresponding mean value (1.5) also confirmed that there was considerable lack of reference books in selective Secondary Schools in the Zone, which negatively affected teachers' involvement in action research activities (89.7%) of the respondents rated the availability of journals as very poor in the school under investigation.

None of the respondents replied journals as adequate. The majority of respondents with the calculated mean value (1.10) and standard deviation (0.28) suggested that journals were available in inadequate state. This clearly revealed that there was acute shortage of journals in secondary schools of Kelem Wollega Zone to provide teachers and leaders with relevant literature to enable them to solve instructional problems in their own classroom settings. As argued by Mwaria and Wamahu (1995) absence of research materials like recent literature in their field of interest hindered educational research activities. And journals, the authors' further note, have major role to play by way of familiarizing practitioners and researchers to the current literature.

The availability of unpublished materials in the study area indicated, 107 (92.2%) of the respondents revealed that unpublished materials available in very less adequate. The above findings with calculated mean value (1.1) and standard deviation (0.29) which is clearly indicated that like previously mentioned resources, unpublished materials were not available to many teachers in secondary schools of the zone. Teachers respondents were also asked to elicit the extent to which the stationeries materials were available in their respective school.

Also stationeries materials, 70 (60.3%) of the teachers indicated that the available stationeries materials were very poor. Mean value (1.6) one can safely said there were no stationary materials for teachers to conduct action research in the area under investigation. Regarding to availability of periodicals, the majority of teachers, 97 (83.6%) reported that the availability of periodicals as very less adequate. This shows that availability of periodicals for teachers to carry out action research activities was almost reported as significant because the mean value of score (1.20) and standard deviation (0.56) which was lower than average mean value. Supporting of this, Tadese (2007) also found that as secondary schools teachers are affected with lack of time and resources like finance reference books, journals, periodicals, newspapers, unpublished materials and stationeries to conduct action research.

In depth interviewed with principals, cluster supervisors and expert in TPD in Woreda level also reported that to cross check whether or not the data obtained through questionnaire reflected the real situation of the availability of financials and material resources to teacher researchers in the study area, there were no budgets and materials specifically allocated for

research activities in secondary schools. Accordingly, the calculated value of grand mean was indicated inadequate availability of financial and materials resources conducted action research in the study area. According to the major findings of the studies by (SeyoumTefera, 1998;,2000;Abraham Zelalem, 2004) action research in the Ethiopian secondary school has suffered from the constraints; inadequacy of research knowledge and skills, lack of imagination, lack of financial and materials resources, lack of confidences, work over load lack of motivation and interest, administrative problems, absence of government policy with academic freedom and failure in coordinating efforts among educational authorities in research activities.

Similarly according to educational police directives MoE (2002) the school principals and vice principals are charged with the task of responsibility of facilitating condition for teachers to enable them in action research which could help improve the teaching – learning and other school practices..

In line with above table also description, Fullan (2001) cited in Johnson (2011) supported that the school leaders role has become more overwhelming, more multifaceted, and more fulfilling for those who learn to guide change. in order to keep up with the needs of the student learning and issues in school building, school leaders must be the models for change. School leaders must be the driving force and role model that begin the movement for change or facilitate the movement within their schools.

4.5 Potential barriers preventing profession development through action research

Many potential barriers were found those preventing leaders in promoting teachers profession development through action research.

Accordingly to Seyoum (1998), undertaking action research and ensuring its effectiveness could be influenced by a number of factors. To meet the required purpose, attempts were made to investigate barriers preventing teachers from conducting action research. So as to improve the levels of teacher's involvement, identifying the factors that hinder teachers in conducting action research plays a significant role. Therefore, the researchers tried to request teachers about the major factors that hinder them to conduct action research.

Table 8.. Barriers prevent profession development based on research skills and loading jobs

No	Barriers		Responses					T	Mean	S.D
			5	4	3	2	1			
1	Lack of leaders research skills	F	34	32	24	16	10	116	3.5	1.3
		%	29.3	27.6	20.7	13.8	8.6	100		
2	Lack of leaders and teachers action research knowledge and skills	F	44	35	17	12	8	116	3.8	1.3
		%	37.9	30.2	14.7	10.3	6.9	100		
3	Exhausting with heavy work load	F	34	38	16	22	6	116	3.6	1.2
		%	29.3	32.7	13.8	18.9	5.2	100		
4	Lack of school managerial support for teacher researchers	F	36	52	11	12	5	116	3.8	1.1
		%	31	44.8	9.5	10	4.3	100		
	Grand mean								3.7	

Note that f= Frequency; and % = Percentage;

As shown in above table (item 1, 2) the majority of the respondents 78 (67.3 %) strongly agreed and 67 (57.8 %) agreed that the lack of leaders and teachers research skills undertook action research in their own school settings. This indicated that the largest number of secondary school leaders and teachers in the zone had not sufficient knowledge and skills to

conduct action research. The mean score (3.8) which was greater than the average mean, standard deviation (1.25) also indicated teachers had not enough knowledge and skills to conduct action research. Development and revision of education policy (MoE, 2006) suggest, the existence of strong cooperation among teachers makes them to exchange experiences, knowledge and skills that promote their professional development as well as their involvement in action research.

In addition, the results of interviewed revealed that majority of the teachers in secondary schools were not voluntary enough carried out action research. This was mainly because there had been lack of necessary knowledge and skills in identifying problems, planning action, implementing plan to action and utilizing the results of the findings among secondary schools' teachers. Supporting the above findings, Hailom (1995) reveals that considerable number of elementary and secondary school teachers of Ethiopia lack of knowledge, and skills.

In table 8.1 item 3, majority of the respondents, 34 (29.3 %) strongly agreed that teaching load was barrier prevented teachers from initiating action research while 38 (32.8 %) of the respondents agreed as heavy teaching loads hindered teachers' involvement in action research. Supporting the earlier finding on teachers' teaching loads, the calculated mean score (3.6) which is above the average score shows that heavy teaching load was one of the barriers prevented teachers' from carrying out action research in secondary schools in the study area. Similarly the result of interviewed with principals, cluster supervisor shows as the majority of teachers in the study area encountered lack of time due to heavy teaching loads, continuous staff meetings controlling students discipline problem and so on. Yibeltal (2006) indicated that the heavy work load of research fund, poor library facilities, administration problem, lack of incentive, and lack recognition as major factors these hindered teachers to conduct action research in his study area.

Document analysis also provided that, teachers were overloaded with teaching load together with all school activities. This finding is in fact in agreement with Seyoum's (1998) observation where he stated that teachers do not have enough time to carry out action research because of instructional and non-instructional loads. School leader was expected to provide

teachers with material, financial and moral support so as enhanced their participation in action research. Without support from school's leader, it was difficult to raise the issue of research.

The last item of this table show, teachers were asked to express their degree of agreement on the extent to which their school leaders provided them with necessary support to carry out action research. The majority of the respondents, 88 (75.9 %) said that their school leaders did not provide them with necessary support materials to conduct action research. The majority of respondents with calculated mean score (3.8) and standard deviation (1.10) which was greater than average mean reported that lack of school leader support was another barrier prevented teachers' involvement in action research in the area under investigation.

Table 8. Others barriers prevent profession development through action research.

No	Barriers	Responses						Mea	S.D	
		5	4	3	2	1	T			
1	Lack of cooperation	F	40	41	14	17	4	116	3.8	1.16
		%	34.5	35.3	12.1	14.7	3.4	100		
2	Lack of incentive	F	54	46	5	8	3	116	4.2	0.99
		%	46.5	39.7	4.3	6.9	2.6s	100		
3	Lack of interest	F	22	36	10	26	22	116	3.0	1.21
4	Poor communication and discussion among school leadership and teachers	F	44	48	10	6	8	116	3.9	1.19
		%	37.9	41.4	8.6	5.2	6.9	100		
5	Lack of professional confidence in improvement through action research	F	39	44	14	8	9	116	3.8	1.20
		%	33.6	37.9	12.1	6.9	7.75	100		
6	Lack of opportunity to secure ideas about action research from seminar, conferences and work shop	F	58	44	10	4	-	116	4.4	0.77
		%	50.0	37.9	8.6	3.4	-	100		
7	Lack of recognition from exemplar teachers in action research by school leaders	F	54	46	8	5	3	116	4.2	0.94
		%	46.5	39.7	6.9	4.3	2.6	100		
Grand mean								3.8		

Note that f= Frequency; and % = Percentage;

Table 8.2 Item 1 in show, lack of cooperation among teachers can hinder their participation in action research. Therefore, to identify whether or not lack of cooperation among teachers and leaders hampered teachers from action research activities, respondents were asked to show their agreement with the help of five point Likert scale. Accordingly, 41 (35.3 %) of them agreed and 40 (34.5 %) strongly agreed that there was lack of cooperation among teachers in the schools under investigation. The above finding with its corresponding mean value (3.8) confirmed that lack of cooperation among teacher was potential barrier hindered teachers' to carry out action research in the study area.

Table 8.2 item 2 indicated that, Teachers were more encouraged and motivated to undertake action research if they were provided with material and financial incentives. With this regard, this table shows respondents were asked to indicate the extent to which lack of incentive hindered their involvement in action research. The largest part, 54 (46.6 %) strongly agreed and 46 (39.7 %) agreed respondents show that no incentive for teachers researchers participation in action research. The above finding with its corresponding mean score (4.2) clearly revealed that lack of incentive was potential barrier which prevented teachers' to carry out action research in secondary schools in the study area. In support of above ideas finding a study by Seyoum (1998) reveal absences of psychological and material benefits and the opportunity of undertaking research is a rare case.

As shown in table 8.2 item 3 indicated, respondents were asked to rate the extent to which lack of interest affected their involvement in action research by using rating scores. Based on this, 56 (48.3%) of the respondents rated as lack of interest was potential barrier that prevented teachers' from undertaking action research in their respective schools. As the mean score 3.0 and standard deviation (1.21) indicated, in above table the majority of secondary school teachers in the study area had at least some interest to carry out action research and that was quite encouraging .

The respondents were asked to express their degree agreement on the extent to which absence of communication and discussion among teachers prevented them from conducting action research.92 (79.3 %) of the respondents responded that there were poor communication and discussion among teachers in the schools under the study. The above discussion with its

corresponding mean score (3.9) and standard deviation (1.19) reported that lack of communication and discussion among teachers obscured their involvement in action research. If teachers professionally confident in improving their practice by action research, they were likely to pay necessary commitment to undertaken action research to tackle their instructional problem.

Regarding extent to which lack of professional confidence improving practice by action research affect teachers 'participation in action research. The majority, that was 39 (33.6%) of the respondents strongly agreed and 44 (37.9%) agreed that absence of professional confidence among teachers in improvement of practice by action research. The study with corresponding mean score (3.8) which was greater than the average score and standard deviation (1.20) disclosed that there was not professional confidence in improvement of practice by action research among secondary schools teachers in Kelem Wollega Zone.

In table 8.2 items 6 indicated that, Securing ideas from friends, colleagues and co-workers, workshops, seminars and conference could enhance teachers' involvement in action research. As seen from the table, respondents were asked to express the extent to which lack of opportunity to secure ideas from conference, workshops and seminars hindered their involvement in action research. Accordingly, the majority of the respondents, 102 (87.9%) agreed that lack of opportunity to secure ideas about action research from seminars, workshops and conference obscured their involvement in action research. the above discussion together with its corresponding mean score (4.4) confirmed that majority of secondary school teachers in the zone believe that lack of opportunity to secure ideas from seminars, workshops and conferences concerning action research was one of the problem that hinders from conducting action research. It was argued that teachers engaged in action research activates need to get positive reinforcement, acceptance, award, recognition for their involvement in action research.

The last item displays to know the extent to which exemplary teachers in action research were recognized in the study area. With this regard, the majority (86.2%) of the respondents reported that there was no recognition for exemplary teachers in action research in the schools under investigation. The study with its corresponding mean score (4.2) and

standard deviation (0.94) disclosed that lack of recognition for exemplary teachers in action research was potential barrier preventing teachers to carry out action research in the schools under investigation. Generally, Yibeltal (2006) indicated that the heavy work load of research fund, poor library facilities, administration problem, lack of incentive, and lack recognition as major factors these hindered teachers to conduct action research in his study area.

To identify whether or not the overall factors presented in table 8.1 and 8.2 above were factors prevented teachers from carrying out action research, grand mean was calculated in the table. The calculated average grand mean of the table found to be (4.2).which was greater than average mean of Secondary Schools in the zone. Constraints reported by Elliot summarized it in to two: personal reported the these factors were barriers which prevented teachers' to carry out action research in barriers (lack of knowledge and skills, lack of Self-confidence and interest) and institutional barriers (lack of research fund, lack of incentives, lack of publishing outlets, etc.

From open ended question Due to exhaustion with different managerial duties, they had no sufficient time to carry out action research to solve their instructional problems. In addition, teachers in the study area encountered lack of time due to heavy teaching loads and continuous staff meetings, lack of giving attention to teachers and absences of internet were another barrier prevented teachers' involvement in action research. Additionally, from interviews held with school principals and supervisors it has been observed that environmental conditions, lack of training, teachers interest regarding action research, lack of computer were the main factors.

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The final section of this thesis deals with the summary of the major findings of the Study, Conclusion and recommendation of the study.

5.1 Summary

The purpose of this Study was to investigate the role of leaders in promoting teachers profession development through conduct action research in the case of some selected secondary school in Kellem Wollega Zone. Most specifically, the proposed study attempted to answer the following basic questions:

1. To what extent do the schools leaders promote teachers perception toward develop profession through conducting action research?
2. What is leaders' perception towards promoting teachers profession development through conducting Action Research in selective secondary schools in Kellem Wollega Zone?
3. To what extent the leaders are committed to support teachers to have right knowledge of conducting Action Research in selected secondary schools?
4. What are challenges of leader's in promoting teachers profession development through conducting action research in secondary school?

Descriptive survey research design was employed for conducting this study. In order to secure the necessary data and information with regard to factors affecting teachers to carry out action

research in secondary schools 4 secondary schools Burayu, Mechara, Jahan Seyo and Chenka secondary schools) were selected through stratified random sampling. From the total of 188 teachers in sample secondary Schools, 116 teachers were selected simple random to fill the questionnaire. Descriptive nature of statistics such as frequency , percentage ,grand mean, mean score and standard deviation were widely used to analyze the data obtained through close-ended questionnaire. In addition, responses for open-ended questions and interviews were considered in the interpretation of qualitative data gathered from six principals, two clusters supervisors and Woreda Educational Office expert had been selected.

In short, the following findings have been documented in response to the four basic research questions formulated under the statement of the problem.

From the calculated ground mean values about leaders in promoting teachers attitude toward profession development through action research was (3.9). This shows the majority of teachers agreed with the important of action research as; improve teacher's profession, knowledge and skills, improve teaching learning process and improve classroom instruction. Practically, data found from document analysis a small numbers of teachers were conducted action research work in order to improve profession.

Even through teachers in the study area perceived action research in good manner, their actual involvement seen through document analysis were very low in under taking action research. Concerning the knowledge and skills of teachers in the study area from interview and open ended questions show as teachers were not feeling confident in undertaking action research due to lack of research knowledge and skills, there is no training, work shop and conferences to develop profession. The findings indicate that need support from the concerned educational stakeholders in order to improve their knowledge and skills in conducting action research.

The attitude of leaders and teachers toward action research plays an important role of success in reflective practice. In this study attempt were made to identify leaders and teachers attitude toward action research the school under consideration. The findings, confirmed that teachers involvement in action research was its infancy stage had positive out look to action research contribution toward; solving practical educational problems, study classroom instructions and improve profession, knowledge and skills through conducting action research

The school leaders support facilities to conduct action research in order to improve teacher's profession development. The grand mean shows, facilities supported by leaders were very poor. The findings, indicated that the participants regarding principal's encouragement to undertaken action research were highly disagreed with school leaders encouragement in facilitating condition to teachers in order to conduct action research in the study area.

To support the above ideas local study conducted by Mokonnin(2001)state that lack of time and energy of leaders due to heavy work load, lack leaders professional self-confidence and the variance between many available research methodology and teachers profession ways of working in classroom and absence of professional support were identified as the main constraints of action research practice.

Therefore, lack of leader support availability of materials and financial such as insufficient materials (reference books in library, journals, periodicals and etc) and budget allocated for research activities in secondary schools may be one reason for teachers profession development through conducting action research. Supporting of this, Tadese (2007) also found that as secondary schools teachers are affected with lack of time and resources like finance reference books, journals, periodicals, newspapers, unpublished materials and stationeries to conduct action research.

The study identify the grand mean (3.7) shows the majority of participants agreed on the major potential barriers prevented teachers profession development through conduct action research. The findings of the study teachers were exhausted with different managerial duties in curriculum activities such as department heads and other committee.

And also identified : lack of incentive , lack of communication and discussion among teachers, absence of a belief in the importance of action research for continuing learning of teachers, lack of professional confidence in improvement of practice by action research , lack of financial and material resources, lack of opportunity to secure ideas about action research from seminars, conference and work shop, and lack of recognition for exemplar.

Generally, in addition Yibeltal (2006) indicated that the heavy work load of research fund, poor library facilities, administration problem, lack of incentive, and lack recognition as major

factors those hindered teachers to conduct action research. Teachers improve profession through conducting action research in the schools setting potential barriers were prevented in secondary schools of Kelem Wollega Zone.

According to the major findings of the studies by (SeyoumTefera, 1998,2000;Abraham Zelalem, 2004) action research in the Ethiopian secondary school has suffered from the constraints; inadequacy of research knowledge, and skills, lack of imagination, lack of financial and materials resources, lack of confidences, work over load lack of motivation and interest, administrative problems, absence of government policy with academic freedom and failure in coordinating efforts among educational authorities in research activities.

5.2 Conclusions

Leaders in promoting attitude of teachers to conduct action research can improve the class room instruction. Classroom problems were identified that he/she encountered while undertaking action research the day to day instructional activities those develop professionalism. Even though, significant number of teachers had taken action research at university or collage, still there were substantial numbers of teachers who had not required knowledge and skills to carry out action research. There were no training, work shop and conferences so as equip teachers with necessary knowledge which enable to solve educational problems.

The majority of leaders and teachers had good attitude toward conducting action research, for tackling practical problem that they may encountered in school setting to improve the quality of teachers and education. These findings indicate teacher's attitude toward action research in study area was good and promising. But due to some challenges it was possible to conclude that teacher's involvement to develop profession in the study area was limited.

Support of school principals was inadequate in facilitating conditions to teachers in order to undertaken action research to improve profession in the study area. Moreover, insufficient; time, references, journals, unpublished materials to conduct action research were the major unavailability of materials that affect teachers profession development through action research in the study area.

The potential barriers were prevented teacher's profession development through action research. The findings indicate that lack of; leader's support, knowledge and skills, incentive, cooperation, interest, poor communication, professional developments, opportunity and recognition were the main challenges identified those hinder teachers' profession development through conduct action research in the study area under investigation.

5.3 Recommendation

In light of the findings of this study and conclusions drawn, the following recommendation was forwarded:

1. Leaders have a great role in promoting teachers attitude to improve teachers' performance through action research practice, as a tools are an important instruments. However, from document analysis this cannot be attained. Teachers as practitioners are the immediate mediators for this function. Since the issues of improving teachers profession for students performance through action research as a better ways. Therefore, school leader coordinate with other Educational stakeholders teachers should be initiated and improving research knowledge by providing in service training, seminar, in staff training and following them and giving feedback.
2. Action research is systematic and scientific mechanism of solving problem practically, in order to develop teacher's profession. So as leaders and teachers have positive attitude toward action research to solve problem and improve profession, time schedule for action research has to be needed. Therefore, for successful practice of action research among teachers, the school leaders and supervisors have to be conscious of the importance of action research practice in school context. To achieve this they have to be supported through adequate training.
3. The shortage of leaders support in facility was one of the factors, which is negatively affecting the practice of action research in study area. Access to different facilities should be available to update current practice in action research implementation and familiarize them with new ones to school context. All concerned bodies like MoE, Regional and Woreda education office and school leader should be create strong

relation to provide update information like references, follow up its implication and outcomes.

4. In order to improve the teacher's profession through practice of action research, it is necessary to take a measure to solve the factors that hinders teacher's profession through action research. School leaders should cooperate with other stakeholders making awareness, create good communication within each other and support teachers by providing incentive such as recognition as role of model and opportunity participate in conference or seminar
5. In order to popularize and promote teachers profession development activities in school, it should be advisable to establish action research; coordinating body at Regional training committee, Zonal Official expert and Woreda coordinating committee or other body To Whom It May Concern as well as at school level to get professional support and direction.

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7. APPENDIXES

7.1 Appendix: 1

Haramaya University

School of Directorate for Postgraduate Programs

Questionnaire to be filled by Teachers

The purpose of the study is to investigate the role of Leadership in promoting Teachers skills Development through action research in selective Secondary Schools in Kelem Wollega Zone. Taking this fact into consideration, you are kindly requested to provide fact and relevant data for the study. Please read each question carefully before providing a response. The information given will be strictly confidential and used only for research purposes.

General Directions

- A. No need of writing your name
- B. Put '√' mark in the box or in front of the given alternatives
- C. There is nothing right or wrong answer here and rather what is required is to show the level of your personnel opinion to each item
- D. The information you give kept confidential and used only for this study.
- E. Please write short answer in the space provided for questions that require your opinions

I:-Personal Information

1. Name of school _____
2. Sex M F
3. Age; Below 20 years old 20-25 years old 26-30 years old
31-35 years old 36-40 years old 41-45 years old above 46
4. Level of education: Diploma BA/BSC/BED/BSC MA/MSC/MED
5. Your position; principal teacher

6. Years of experience in the school: 1-5 years 6-10years 11-15 years
16-20years 21-25 years 26-30 years 31-35 years above 35
7. Teaching loads per week: Below 8 9-14 15-24 ve 25

II. Leaders role in promoting teachers attitude toward profession, knowledge and skills development through conducive action research.

The following are some of the role of leaders promoting teachers profession development have required teachers knowledge and skills to conduce action research

Direction: read the following items and put a tick '√' mark in the box

Note: 5= strongly Agree, 4= Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree

No	Leaders role in promoting teachers attitude promoting teachers profession development through action research	5	4	3	2	1
1	Leaders have great role in making teachers awareness to conduce action research					
2	Leaders promotion to conduct action research can help teacher's profession development					
3	School leader's motivation of teacher has a great influence on the conducting action research					
4	The school teachers conduct action research for improving their professional competence specifically which helps teacher's professionalism					
5	Action research is use full for the improvement of the class room instruction					

6. Have you taken research course? A. Yes B. No

6. If your answer number 1 is yes which research course have you taken?

A. action research B. Educational Research Any Others _____

7. Leaders playing role to promote in participating any service training like workshop

A. Yes B. No

8. If your answer in item no 3 'yes' to what extent the training has assisted you in conducting action research

Very High High medium low very low

9. Other please specify _____

III. Leaders and teachers attitude towards profession development through action research.

The following are positive and negative stated opinions the attitude of school leaders and teachers towards action research. Indicate your response by putting a tick mark under '✓' corresponding choice. Note: 5= strongly Agree, 4= Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree

No	Positive stated opinions on attitudes of school leaders and teachers	5	4	3	2	1
1	Action research contribute in solving practical educational problem to develop teacher profession					
2	Leaders promote Teachers should study classroom problems and improve profession					
3	School leadership promote teachers profession development through action research is a good activity					
4	Leaders have great role in promoting teacher conducting action research in order to improve their profession or to develop their knowledge.					
Negative stated opinions on attitudes of school leaders and teachers						
5	Teachers profession develop through action research is a time wasting activity					
6	Action research is paper value not solving classroom problems and not develop teacher profession					
7	To improve teacher profession through conducting action research must left for higher institution not for secondary schools					
8	Teachers acquire knowledge not by action research but by up grading their profession					

IV. The commitment of Leaders to support Teachers facilitating availability of materials and financial resources to Conduct Action Research

The following are some of the availability of materials used to conduct action research to develop teacher profession. Indicate your response by putting a tick mark ‘√’ under the corresponding choice Note: 5= strongly Agree, 4= Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree

Availability of resources	5	4	3	2	1
Financial					
Time					
Reference book					
Journals					
Unpublished materials					
Stationeries					
Periodicals					

Other please specify

___ V. Potential barriers preventing leader’s role promoting teachers profession development through action research

The following are some the potential barriers preventing leaders promoting teachers profession development through action research. Indicate your response by putting a tick mark ‘√’ under corresponding choice.

Note: 5= strongly Agree, 4= Agree, 3= Undecided, 2=Disagree, 1= strongly disagree

No	Potential barriers based on skills and work load	5	4	3	2	1
1	Lack of leaders awareness conducting action research					
2	Lack of action research knowledge and skills					
3	Exhausting with heavy work load					
4	Lack of school managerial support for teacher researchers					
	Others factors hinders conducting action research					
5	Lack of cooperation					
6	Lack of incentive					
7	Lack of interest					
8	Poor communication and discussion among school leadership and teachers					
9	Lack of professional confidence in improvement through action research					
10	Lack of opportunity to secure ideas about action research from seminary, conferences and work shop					
11	Lack of recognition from exemplar teachers in action research by school leaders					

14. What are other factors links to school environment issues that hinder teachers to conduct action research?

15. List factors that challenge in leader role promoting teacher's profession development through conducting action research

7.2 Appendix:2

Haramaya University

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VI. Interview Questions for school principals, cluster supervisors and the expert of TPD at Woreda Educational office.

The purpose of the study is to investigate the role of Leadership in promoting teachers skills development through action research in selective Secondary Schools in Kelem Wollega Zone. Taking this fact into consideration, you are kindly requested to provide fact and relevant information from interview given will be strictly confidential and used only for research purposes.

1. How do you evaluate the role of school leaders to ward teachers profession develop participation in research? Why?
2. Do you accept conducting action research as the main part of teacher's development program? Why?
3. Both teachers and Leaders have right attitude towards conducting action research?
4. How do you evaluate the role of work load towards teacher's involvement in research endeavors? Why?
5. How do you evaluate the role of incentives to wards teachers involvement in research activities? Why?
6. How do you evaluate the facilities to ward engagement of teachers in research?
7. What do you recommend to enhance teacher's participation in research? Why?
8. How do you evaluate the role of financial incentives to teachers' profession development through action research?
9. To what extent the school leaders support teachers towards conducting action research?
10. What are main factors that hinder teachers from conducting action research? Why?

11. Any comment /idea/ suggestion, please add.

7.3 Appendix: 3

Haramaya University

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VIII. School document observation check list

The purpose of the study is to investigate the role of Leadership in promoting Teachers skills Development through action research in selective Secondary Schools in Kelem Wollega Zone. Taking this fact into consideration, you are kindly requested to provide fact and relevant information from document analysis observed will be strictly confidential and used only for research purposes

No	Items	Yes	No
1	Are there teachers' action documents in the school?		
2	Does the school action research have guide line?		
3	Does the action research committee have practical and tangible documents?		
4	Teacher profession development evaluation criteria include action research work?		
5	Are there any giving seminar or work shop at Woreda level		
6	Teacher's career structure evaluation criteria include action research.		