Management of Teachers Professional Development in Secondary Schools of Bale Zone in Oromia Regionin Ethiopia

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Abstract: The main purpose of this study was to examine effectiveness of the management of school based teachers continuous professional development in secondary schools of Bale Zone. To address this purpose a descriptive survey design which supplemented by mixed method was employed. Accordingly, samples of seven secondary schools found in six woredas/districts were selected by using simple random sampling techniques. Further, 100 sample secondary school teachers were selected by simple random sampling techniques from the seven secondary schools proportionally. 7 school principals, 7 school vice principals, 7 continuous professional development coordinators in the sample secondary schools and 6 supervisors (one each from every Woreda Education Office) were selected by availability sampling. Questionnaire was used to collect data from teachers, vice principals and supervisors. Interview and document analysis were also conducted to supplement the information obtained through questionnaires. The quantitative data were analyzed using frequency counts, percentage, mean, grand mean and one way ANOVA. The qualitatively data were first organized in to meaningful information and data were described both as expressed in interviewees and as understood by the researcher. It is found out that planning of continuous professional development is inadequateboth at individual teacher and the secondary schools of Bale Zone. Besides, the implementation level of teachers' continuous professional developmentin the study area is found to be less effective.
Key Words: Teachers Professional Development, Management, Planning,

I.   BACKGROUND OF THE STUDY

Continuous professional development is vital for quality education and teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve students' learning (Little, 1994).

The broad view considers CPD as a much deeper, wider and longer term process; in which professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity. The teachers grow not only as professionals, but also as persons and their development is not restricted to their work roles, but may also extend to new roles and responsibilities (Padwad& Dixit, 2011**).**

On the other hand, CPD is any processes consisting of unconscious natural learning experiences and   those   conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in general and the practice in classroom in particular (MoE, 2009).

As it was indicated in the framework of Continuous Professional Development (CPD) MoE, (2009), the Education and Training Policy (ETP) set high standards for teachers and described new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centered teaching methods. In addition to this, high emphasis was given to upgrading and updating teachers in pre-service and in-service training programs. Within the frame work of the education and   training   policy the education sector development   program (ESDP) is launched as a twenty-year education sector plan with quality improvement at all levels of educational system. Continuous professional development is put into practice to enable teachers update themselves with new outlooks, approaches and policy directions. Moreover, CPD makes quality learning by increasing teachers' skills and knowledge in teaching learning activities (MoE, 2009).

According to MOE (2004), the ultimate goal of continuous professional development program (CPD) is to enable to the students to acquire quality education. Effective participation of teachers in the CPD program is expressed and witnessed by teachers' professional ethics exhibited in teaching learning activities. This shows that continuous professional development program (CPD) is imperative for teachers since changes are always

inevitable and schools are within the dynamic changing social system. Teachers continually face new and challenging situation every time.

A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programs. The newly deployed teachers were expected to work through a two year induction program, produced at national level and supported by mentors. These mentors were selected from experienced members of staff in the school. All other teachers were expected to carry out the CPD program at school level. This program developed annual CPD plan by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD facilitators were designed for experienced teachers and usually selected from experienced members of the school staff (MoE, 2009).

Most different practices of CPD is based on professional dialogue about teaching and learning, and the improvement of practice through a variety of activities, including coaching, mentoring, shadowing and peer support. Awareness raising events are useful for absorbing information and updating knowledge, but are not likely to lead to skills development. Therefore, when deciding on once priorities for CPD, it is important to consider what kinds of CPD will be the most effective for developing your practice as a teacher. This means that the teachers will need to show, year to year, that you are improving the relevant knowledge and skills in your area of subject expertise and in his teaching or training (M0E, 2009).

In this sense, CPD is personalized and any activities undertaken for the purposes of keepingup-to-date what the latest developments in a subject area and keeping side by side of changes in teaching methods will count as meaningful professional development. The record of CPD for any one year needs to show that as a self-regulating professional you can demonstrate reflection, improvement and positive impact and these will all be personal to you and the context in which you practice as a teacher and trainer (IFL, 2009).

In practical, the new approach of CPD cycles which is carefully planned in response to individual and institutional need at each level individual, group, institutional, Woreda, Zone and national level. According to MoE this CPD cycle has analyses, plan, do and evaluate. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (M0E, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The annual CPD action plan is kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010).

Monitoring and evaluation of professional development experiences is performed in order to positively change the practices, which focus on changes in student leaning. MoE, (2010), reports that monitoring and evaluating the effectiveness of CPD is an essential part of CPD cycle, and its process should: celebrate success, measure whether desired out comes have been achieved, identify additional unplanned outcomes, inform future CPD needs of individual and institution level.

Regarding the above important points CPD has positive outcomes in the teaching learning process. Because it inculcates every activities performed in school through updating the knowledge and skills of teachers and develops the competences among the staff members. Therefore, this study is designed to examine the practices and their challenges of CPD implementation in selected secondary schools of Bale zone, Oromia region.

II. STATEMENT OF THE PROBLEM

Even though continuous professional development of teachers at all levels has been highly emphasized in the global world as a way of enhancing provision of quality education for citizens, Craft (2000) stated that the dynamic nature of the educational environment could not be easily managed without continuous learning.

In line with this, MoE shows that the ongoing teachers' professional development program is suffering from heritage of preceding structures such as absence of the need assessment of teachers' trainings, lack of standardized training programs and the prevalence of uncoordinated CPD practices (MoE,2009).

On top of that, different researchers in Ethiopia conducted researches on CPD program implementation and identified different problems. To mention some of their findings, research conducted by Melkie (2010), in general secondary schools of South Gonder zone indicated that the initial trainings to aware the program's objective, how to implement CPD, prepare portfolio, plan CPD, and the role of facilitators were not given sufficiently to all teachers.

Another research survey conducted by Belay (2012) in BenishangulGumuz Regional State in Metekel Zone Secondary Schools states that teachers did not understand why CPD is offers, lower commitment of teachers and principals are the major problems in the study area.

Needless to say, national study done in Haramaya University in collaboration with MoE witnessed, the evaluation and improvement of the implementation of school based CPD clear, transparent and self-controlling CPD structure is poorly practiced by responsible stakeholders at various levels. The absence of clearly defined objectives, shared vision and common understanding among partners on CPD created room for ambiguity or uncertainty for practices. Collaboration in monitoring CPD and evaluation system is also among the identified

problem. Lack of adequate awareness among teachers and absence of link between the CPD and teachers' career structure are also identified (M0E, 2009).

Accordingly, Oromia Regional Education Bureau has determined to realize national CPD program by giving support for teachers and stakeholders and to avoid obstacle of CPD as indicated in regional education supervision team field report which revealed that there is loose coordination among stakeholders and the implementation of CPD program poorly practiced. In addition, OREB Confirms that teachers CPD is not fully implemented in majority of regional schools as it is desired. The reasons might be mentioned were poor implementation of CPD because of teachers have faced lack of interest and have no positive attitude to take CPD as a means for their professional development, lack of appropriate monitoring and evaluation and lack of adequate materials. Moreover, teachers neither perceived CPD as important nor believe as instrument to improve professional skills; it is tiresome and boring program to teachers. Further, they relate CPD practice with personal benefits, promotion and qualification rather updating knowledge (OREB, 2014).

Furthermore, Gizaw, (2006) reported that there is a doubt whether the CPD program is actually practiced at school/cluster levels like other responsibilities of schools and teachers. This implies that there might be a gap between what has been intended and what is going on in actuality of the CPD practices.

In the same way, the research of Alemayehu (2011), in government secondary schools of Bale Zone revealed that lack of well-organized concerned body, lack of commitment/motivation, lack of coordination among schools, WEO, ZED and REB, lack of reliable support, lack of follow up, and lack of knowledge are the major factors which affected the implementation of CPD program.

More aggravated, practices and challenges on teacher's perception, adequacy of CPD planning, monitoring and evaluation of CPD implementation were not well promoted in the above stated researchers in different areas of Ethiopian secondary schools. Since poor implementation of CPD has great impact on students' achievement (of course, its needs further study); this study is targeted to fill the gap of the stated researches in Bale zone secondary schools specifically and in Ethiopia in general.

Bear in mind that the researcher (as the former teacher, school principal and supervisor) participated in various CPD activities. According to the experience gained by observation that CPD seems not to be well organized. Thus, it could be possible to say that it might not be practiced at the school and/or cluster level from the angle of educational guess of the researcher. This experience against the guideline of CPD make a difference in the mind of the researcher that motivate him to investigate the practices and challenges of school based CPD in secondary schools of Bale Zone. Based on this assumption, this study tries to answer the following research questions.
1. To what extent CPD program is adequately plannedin the secondary schools of Bale Zone?
2. To what extent CPD program is effectively implemented in secondary schools of Bale Zone?

III. REVIEW OF RELATED LITERATURE
3.1. Management of Continuous professional Development
Management of continuous professional development is generally understood as comprising different aspects of planning, organizing, leading, coordinating, directing and controlling and organization of an area with the objective of accomplishing a goal. However, planning of CPD, implementation of CPD and monitoring and evaluation of CPD discuss under below.

3.1.1. Planning of Continuous Professional Development
Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. The CPD plan can be prepared individually or institutionally with details of events and timings within the CPD module (M0E, 2009). Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The annual CPD action plan is kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010).Each institution should develop an annual CPD plan on the bases of the issues identified by the need analysis process.

During the process of CPD planning three main priorities are selected for each academic year. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority, identify the desired outcomes; list the responsible group/intuition and outline the time needed to implement the plan (Desalegn, 2010). Furthermore, professional development plan involves the preparation required to acquire the new skills and knowledge needed to enact the improvements scheduled for implantation. Planning may involve workshops, intensive sessions and other activates prior to initiating the new practices. Moreover, professional development plans propose for the improvements in student learning, and the procedures teachers have to know to take their success to a higher level.

Therefore, each school must have a CPD plan which outlines the CPD priorities for the year. The way in which CPD is planned can affect its potential impact. Senior management teams use a range of evidences in

planning CPD provisions across the school, including assessment data, class room observation and discussions with subject leaders (Ofstend, 2006).

Thus, professional development plan anticipates on-going support for professional learning in the context of collaborative problem solving and encompasses interrelated activities such as, action assessment, and additional learning. These processes go on continuously until the focus of professional development plan is implemented. Accordingly, each teacher is required to keep a portfolio of CPD activities. The CPD plan that meets the need analysis is developed by an individual and the institution (M0E, 2009).

3.1.2. Implementation of Continuous Professional Development

Implementation is the vital phase in any type of CPD activity. Yaekob,(2009) indicated that, careful planning, open communication, cooperation among implementers and support obtained from different directions are important factors that need to be considered in implementing CPD program. This is because CPD is continuously being viewed as a means of improving learner performance and the production of required skills. Effective professional development may have a positive effect on teacher knowledge and motivation as well as in improving students' learning. However, the general acceptance of professional development as essential to improvement in education, literature has consistently pointed out the ineffectiveness of most programs (Elizabeth 2011).

The schools, where teachers work together on a daily basis and share their professional experiences is the obvious place for the most effective staff development to take place (TESO, 2003). In other words, school based practices of teachers' continuous professional development as a new approach where teachers, school principals and others develop their knowledge and skills at the work site, is the best way that change in education can be realized and sustained. It is where improvement in education starts, i.e., at implementation level. It is also effective in terms of time and cost saving for training experience.

Different examples of CPD activities for teachers can be identified here: assisting students on their personal needs, participating in curriculum based activities, the use of ICT to increase knowledge. Moreover endeavors to meet national qualification or quality standards, reflection on self practices, consultation with professional bodies, participation in educational panels, working to implement educational plans by school, departments or others as members of a taskforce, sharing experience with other school teachers etc. are all CPD activities (Tuliahan, 1990).CPD practices can be formally or informally practiced through the exposure of new information and techniques and are varied based on their requirements of time and place. However, the most commonly used practices are briefly described below:

i. Induction
Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). It could be argued that induction is an intended activity to help beginners and or new staff so as to properly perform their duties.

ii. Mentoring
According to Bladford (2000), mentoring can be defined as a process (assistance) offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teacher to adapt to the demands of a complex job of teaching.

iii. Peer Coaching
Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance (TTA, 1998). The main purpose of coaching is improving practical skills.

iv. Action Research
Action research is a practical approach to professional inquiry in any social situation. One of the major continuous professional development activities for teachers is action research. It is an important practice in developing educational profession in educational system. Action research empowers teachers by increasing the individual practices, improved student learning outcomes, commitment to work, cooperative work place and effective school leadership (Grandy, 1994).

v. Classroom Practices of CPD
Continuous Professional Development, activities has its own role in implementing the actual teaching and learning process in the classroom. And also, it promotes the application of student centered methods in the classroom to make learning more effective continuous professional development also improves teaching skills such as self evaluation, conducting action research, lesson planning, and successful classroom management using variety of teaching techniques, creating teachers' collaboration in team work exercise continuous assessment practices, and considering gender issues (Desalegn, 2010).

vi. Maintain a Professional Portfolio

According to MoE (2004) a portfolio is a set of recorded materials that shows what an individual teacher has done, knows and can do. Portfolios can be used to document growth and development as a final means of assessing talents, skills and abilities of teachers and also to show teachers' growth and development over the time. It allows teachers to personalize their learning experiences in a format that allows for an opportunity to reflect on their program of CPD and demonstrate the knowledge and skills necessary for licensing recommendation.

3.1.3.   Monitoring and Evaluation of Continuous professional Development

Evaluation is reviewing and assessing to judge the effectiveness of the desired outcomes of the school based CPD action plans (M0E, 2009). Evaluation of professional development experiences is performed in order to positively change the practices, which focus on changes in student leaning. Knowledge how useful the assessment of professional development program in a school will help schools' stakeholders to anticipate the readiness of teachers to pursue new directions and the priority that might be placed on such initiatives. Thus, the final design for professional development should incorporate multiple sources of information on the outcomes for students and the instruction and other processes that are involved in implementing the lessons learned (Guskey, 2002).

Smith (2002) suggested that evaluation should play an integral role in school based CPD, and will become part of a cycle, while it provides feedback on the success of the process, it can also help to determine further CPD needs. The use of data, both quantitative and qualitative, is essential for teachers in terms of learning about their practice and drawing conclusions on pupil's learning. If program revision is needed, the collaborative problem solving phase process is engaged to lead to changes that modify common practice and require no more substantial changes required in policy. If efforts to improve teacher expertise do not result in improved student learning, the professional development program being implemented may need to be revised. If modifications in teacher learning lead to enhanced expertise but do not lead to improvement in student learning, changes in the target program may be necessary. Thus, improvements in student learning set the stage for further improvements; this is the expected condition. Continuous school improvement involves both the continuous improvement of teachers' professional expertise and the review on of programs and practices.

IV.   RESEARCH METHODS AND MATERIALS

The main purpose of this study was to examine the practices and challenges of school based teachers continuous professional development in secondary schools of Bale Zone. To address this purpose a descriptive survey design which supplemented by mixed method was employed.

Accordingly, a sample of seven secondary schools found in six Woredas was selected by using simple random sampling techniques. Further, 100 sample secondary school teachers were selected by simple random sampling techniques from the seven secondary schools proportionally. 7 school principals, 7 school vice principals, 7 continuous professional development coordinators in the sample secondary schools and 6 supervisors each 1 from every Woreda Education Offices were selected by availability sampling.

Questionnaire was used to collect data from teachers, vice principals and supervisors. Interview and document analysis were also conducted to supplement the information obtained through questionnaires.

The quantitative data were analyzed using frequency counts, percentage, mean, grand mean and one way ANOVA. The qualitatively data were first organized in to meaningful information and data were described both as expressed in interviewees and as understood by the researcher.

V.   Data Analysis and Results

3.2. Characteristics of the Respondents

By describing characteristics of the respondents, it was possible to know some background information about the sample population who were participated in the study. The following table shows the general characteristics (sex, age, educational level, work experiences and position in career ladder) of respondents involved in the study.

Table 1: - Characteristics of Respondents by Sex, Age and Educational Level

No	Items	Category	Respondents											
			Teachers		CPD Coordinators		School Principals		Vice Principals		Supervisors		Total Respondents	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	67	67	7	100	7	100	7	100	6	100	94	74.02

		Female	33	33	-	-	-	-	-	-	-	-	33	25.98
		Total	100	100	7	100	7	100	7	100	6	100	127	100
2	Age	<20	-	-	-	-	-	-	-	-	-	-	-	-
		21-30	32	32	3	42.9	-	-	4	57.1	-	-	39	30.7
		31-40	47	47	4	57.1	6	85.7	3	42.9	4	66.7	64	50.4
		41-50	17	17	-	-	1	14.3	-	-	2	33.3	20	15.7
		>51	4	4	-	-	-	-	-	-	-	-	4	3.2
		Total	100	100	7	100	7	100	7	100	6	100	127	100
3	Educational Level	Certificate	-	-	-	-	-	-	-	-	-	-	-	0
		Diploma	-	-	-	-	-	-	-	-	-	-	-	-
		BA/BSc/Bed	91	91	6	85.7	6	85.7	7	100	5	83.3	115	90.6
		MA/Med	9	9	1	14.3	1	14.3	-	-	1	16.7	12	9.4
		Others	-	-	-	-	-	-	-	-	-	-	-	-
		Total	100	100	7	100	7	100	7	100	6	100	127	100

As indicated in item 1 of table 1 above, the characteristics of the respondents revealed that 67(67%) and 33(33%) teachers were males and females respectively. From this, one can understand that, the number of females in the teaching profession is much lower compared to males in the sample schools. Among 7(100%) principals, 7(100%) vice principals, 7(100%) CPD coordinators and 6(100%) supervisors were males. This clearly indicates that an administrative position in government secondary schools is highly occupied by males. Participation of females in school leadership position is totally nil. Thus, therefore, necessitates taking intervention measures to bring females teachers in to school leadership positions.

As expressed in item 2 of table 1 above, out of the total 127(100%) respondents, 39(30.7%) were in the age category of 21-30 years and 64(50.4%) were in the range of 31-40 years. Of the remaining participants, 20(15.7%) and 4(3.2%) were in the range of 41-50 and above 51 respectively. Regarding the age distribution across the two groups of respondents, majority of the teacher (47 teachers or 47%) were under the age of 31-40 while out of 7 (100%) principles, 4(57.1%) CPD coordinators, 3(42.9%) vice principals and 6(100%) supervisors were above 31. This shows that participants in the study groups were diversified in terms of age.

To sum up, the largest proportions of teachers 68 (68%) were found above 30 age while 32(33%) were found between 20-30 age interval. So, they are eager and potential enough to acquire new knowledge and skill. With regard to CPD coordinators 4(57.1%), principal 7(100%), vise principals 7(100%) and supervisors 6(100%) respondents were found above the age of 30. This indicates that, most of the administration positions are highly occupied by those whose ages were >30. This might have its own contribution on the implementation of the program since the participants were aged and they have more experiences to manage and to lead the CPD program.

As shown in item 3 of table 1 above, the educational level of the respondents of 115(90.6%) were BA/BSc/BEd holders and 12(9.4%) were MA/MEd holders. Specifically, 91(91%) of teachers, 7(100%) of CPD coordinators, 7(100%) of principals, 7(100%) of vise principals and 6(100%) of supervisors were BA/BSc/BEd holders. On the other hand, 9(9%) of teachers were MA/MEd holders. The minimum qualification required for secondary school teachers and school leaders are second degree (MoE, 2010). Therefore, majority of respondents are under qualified to teach and/or leads secondary schools. So, majority of respondents can require CPD to upgrade their qualification to the expected standards.

Table 2: Characteristics of Respondents by Work Experiences, Position in Career Ladder and Work load

NO	Items	Category	Respondents											
			Teachers		CPD Coordinators		School Principals		Vice Principals		Supervisors		Total Respondents	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Work Experience	0-2	-	-	-	-	-	-	-	-	-	-	-	-
		3-5 years	30	30	-	-	-	-	-	-	-	-	30	23.6
		6-8 years	25	25	3	42.9	-	-	3	42.9	-	-	31	24.4
		9-11 years	28	28	2	28.6	2	28.6	4	57.1	1	16.7	37	29.1
		12-15 years	10	10	2	28.6	5	71.4	-	-	4	66.7	21	16.6
		>16 years	7	7	-	-	-	-	-	-	1	16.7	8	6.3
		Total	100	100	7	100	7	100	7	100	6	100	127	100

NO	Category		F	%	F	%	f	%	F	%	F	%	F	%
2	Position in Career Ladder	Beginning	-	-	-	-	-	-	-	-	-	-	-	-
		Junior	30	30	-	-	-	-	-	-	-	-	30	23.6
		Teacher/Principals/Vice principals/supervisors	25	25	3	42.9	-	-	3	42.9	-	-	31	24.4
		Senior	28	28	2	28.6	2	28.6	4	57.1	1	16.7	37	29.1
		Associate	10	10	2	28.6	5	71.4	-	-	4	66.7	21	16.6
		Lead	7	7	-	-	-	-	-	-	1	16.7	8	6.3
		Total	100	100	7	100	7	100	7	100	6	100	127	100
3	Teaching Work Load	0-5	0	0	-	-	6	85.7	4	57.1	-	-	10	8.3
		6-10	4	4	-	-	1	14.3	3	42.9	-	-	8	6.6
		11-15	8	8	2	28.6	-	-	-	-	-	-	10	8.3
		16-20	29	29	5	71.4			-	-	-	-	34	28.1
		21-25	40	40	-	-			-	-	-	-	40	33
		above 25	19	19	-	-	-	-	-	-	-	-	19	15.7
		Total	100	100	7	100	7	100	7	100	-	-	121	100

As indicated in item 1, the majority of respondents work experience 30(23.6%), 31(24.4%) and 37(29.1%) have served 3-5, 6-8 and 9-11 years respectively. While the rest 21(16.6%) have between 12-15 years and 8(6.3%) have more than 16 year of service. The result implies that, the majority of respondents experience was above three years. This shows that, they have relatively better and deep understanding of the teaching profession and various programs carried out in the schools including the implementation of CPD. Thus, this might enable them to provide adequate responses to the questions presented to them and they might be in good stand to identify those major problems observed in the CPD implementation.

As shown in item 2, 30(30%) teacher were junior teachers while 25(25%) teachers' position accounted. The sampled secondary schools were rich in having experienced teachers. To vividly indicate this, 28(28%), 10(22%) and 7(7%) of teachers were senior teachers, associate teachers and lead teachers respectively. Regarding to the CPD coordinators, principals, vice principals and supervisors were above junior. This shows that the secondary schools were at a good standard to perform activities of teaching learning processes in general and teachers' CPD in particular. The respondents have its own contribution to effectively implement the CPD program in the secondary schools; hence the sampled schools were rich in experienced respondents.

Item 3 depicts the characteristics of respondents by teaching workload per week in periods. As can be seen from the table, out of total teacher respondents 40(409%) had teaching workload of 21-25 period per week while 29(29%) had 16-20. Likewise, 19(19%) of teachers had above 25 period per week while 8(8%) were 11-15. The remaining 4% of teachers had 6-10 period per week. The teaching workload in period per week for 59(59%) of teacher respondents was above 20. Moreover, teachers from all the sampled schools were operating in morning and afternoon shifts. This might congested their time. Regarding the school principals 6(85.7%), and 1(14.3%) and vice principals 4(57.1%), and 3(42.9%) had teaching workload of 0-5 and 6-10 periods per week respectively. Regarding to CPD coordinators, 2(28.6%) and 5(71.4%) had teaching workload of 11-15 and 16-20 periods per week respectively. This reveals that the school principals had ample time to facilitate and guide the CPD program in secondary schools.

4.2. Analysis of Adequacy of CPD Planning

This part deals with the items related to the adequacy of CPD planning by secondary school teachers and school leaders. Each item is analyzed based on the data obtained through questionnaires responded by teachers, vice principals and supervisors and further backed by the data obtained from interview and document analysis. Therefore, the items are interpreted as indicated in the table below.

Table 3:- Adequacy of Continuous Professional Development Planning

NO	Items	Respondents	Rating scale										M	SD	GM	F	Sig.
			SD		DA		UN		AG		SA						
			F	%	F	%	f	%	F	%	f	%					
1	I have CPD plan	Teachers	-	-	-	-	13	13	74	74	13	13	4.00	.512			
		V/principals	-	-	-	-	1	14.2	3	42.9	3	42.9	4.29	.756	4.2	50.04	.000
		Supervisors	-	-	-	-	-	-	4	66.7	2	33.3	4.33	.516			

#	Statement	Respondents	SD f	SD %	D f	D %	U f	U %	A f	A %	SA f	SA %	Mean	SD	Grand mean	F	p
2	I have analyze my CPD priorities before I am start to plan my CPD practice	Teachers	-	-	-	-	13	13	74	74	13	13	4.00	.512	4.31	18.05	.000
		V/principals	-	-	-	-	-	-	4	57.1	3	42.9	4.43	.535			
		Supervisors	-	-	-	-	-	-	3	50	3	50	4.50	.548			
3	CPD plan was guided by teachers needs	Teachers	-	-	-	-	12	12	75	75	13	13	4.01	.502	4.31	1.040	.390
		V/principals	-	-	-	-	-	-	4	57.1	3	42.9	4.43	.535			
		Supervisors	-	-	-	-	-	-	3	50	3	50	4.50	.548			
4	The school principal prepares training opportunity based on my CPD needs	Teachers	20	20	60	60	20	20	-	-	-	-	2.00	.636	1.79	28.19	.000
		V/principals	2	28.6	5	71.4	-	-	-	-	-	-	1.71	.488			
		Supervisors	3	50	2	33.3	1	16.7	-	-	-	-	1.67	.816			
5	My principal is ensuring that the school produces an annual CPD plan and manages the budget.	Teachers	20	20	60	60	20	20	-	-	-	-	2.00	.636	1.93	24.336	.000
		V/principals	1	28.6	4	57.1	1	14.3	-	-	-	-	1.86	.690			
		Supervisors	2	33.3	3	50	1	16.7	-	-	-	-	1.83	.753			
6	CPD plan is appropriate to the needs of the school and teachers.	Teachers	21	21	60	60	19	19	-	-	-	-	1.98	.635	2.2	3.707	.007
		V/principals	-	-	2	28.6	2	28.6	3	48.8	-	-	3.14	.900			
		Supervisors	3	50	3	50	-	-	-	-	-	-	1.50	.548			
7	CPD plan is based in the school circumstance and available resources	Teachers	20	20	60	60	20	20	-	-	-	-	2.00	.636	3.54	4.893	.063
		V/principals	-	-	-	-	-	-	5	71.4	2	28.6	4.29	.488			
		Supervisors	-	-	-	-	-	-	4	66.7	2	33.3	4.33	.516			
8	CPD plan shows duties and responsibility of concerned bodies clearly	Teachers	-	-	-	-	12	12	75	75	13	13	4.01	.502	3.39	4.433	.002
		V/principals	-	-	-	-	2	28.6	3	48.8	2	26.6	2.00	.816			
		Supervisors	-	-	-	-	-	-	5	83.3	1	16.7	4.17	.408			

NB. The mean scores were interpreted as: < 1.5 = Strongly Disagree, 1.5-2.49= Disagree, 2.5-3.49 = Undecided, 3.5-4.49= Agree and 4.5-5.0= Strongly Agree. *p is significant at >0.05

Table 3 illustrates thatwhether or not individuals have CPD plan in their secondary schools. Accordingly, the respondents of teachers 74%, vice principals 42.9% and supervisors 66.7% agreed that teachers have CPD plan. 13% of teachers, 42.9% vice principals and 33.3% of supervisors strongly agreed they have CPD plan. The remaining 13% of teachers and 14.2% 0f supervisors undecided whether or not the individual have CPD plan in their secondary schools. Totally the grand mean score of the respondents X=4.2 were the agreements that individuals have CPD plan.

In the second item of table 3, the respondents wereinquiredwhether or not teachers analyzed CPD priorities before start to plan. This is supported by the output of the result as 74% of teachers, 51.1% of vice principals and 50% of supervisors responses agreed on the issue. In line with this, 13% of teachers, 42.9% of vice principals and 59% of supervisors were indicated that strongly agreed that teachers analyzed CPD priorities before start to plan. Therefore, the grand mean of total respondents X=4.31 has shown that there may be agreement. The calculated ANOVA value shows that there is statistically significant difference among the responses showing agreement of respondents.

In item 3 of table 3, respondents were responded whether or notCPD plan was guided by teachers' needs. This is indicated that the respondents agreement that is supported by 74% of teachers, 51.1% of vice principals and 50% supervisors. In addition of this, 13% of teachers, 42.9% of vice principals and 50% of supervisors indicated that strongly agreed that CPD plan was guided by teacher's needs. Therefore, the total mean scores X=4.31 shows that the agreement of the respondents on the issue. The calculated ANOVA value shows that there is no statistically significant difference among the responses showing agreement of respondents.

In the 4th item of table 3, it was asked whether or notschool principals prepare training opportunity based on CPD needs. Then, 60% of teachers, 71.4% of vice principals and 33.3% of supervisors indicated their disagreement. Even further, 20% of teachers, 28% of vice principals and 50% 0f supervisors replied strongly disagree. The remaining 20% of teachers and 16.7% of supervisors were undecided that the school principals were whether or not prepare training opportunity based on CPD needs. Therefore, the overall mean X=1.79 shows the disagreement that principals tended to prepare training opportunity based on CPD needs.

In the 5th item of table 3, it was poised whether or notassurance of annual CPD plan and management of the budget was done by the principal. This indicated that there was disagreement using the evidence of teachers mean X=2.00, vice principals X=1.86 and supervisors X=1.83. The grand mean X=1.93 were that of the school principals ensuring the annual plan and manages the budget. Thus, the respondents approved that the school principals were not ensuring that the annual CPD plan and manages in the sample schools. However, the computed ANOVA indicates that there was statistically significant difference among the three respondent groups.

As shown in item 6 of table 3, whether or notCPD plan is appropriate to the needs of the schools and teachers and hence observed 60% of teachers, 28.6% of vice principals and 50% of supervisors as disagreement. Similarly, 21% of teachers and 50% of supervisors were strongly disagreed that CPD plan is appropriate to the needs of the schools and teachers. On other hand, 48.8% of vice principals were undecided on the issue. The grand mean X=2.2 shows that disagreement that the plan was appropriate to the needs of the schools and teachers. This indicated that CPD plan is not appropriate to the needs of the schools and teachers in the sample schools. However, the computed ANOVA indicates that there was not statistically significant difference among the three respondent groups.

In the 7 item of table 3, CPD plan was not based on school circumstances and available resources because the teachers of the output was 60% were disagree, 20% strongly disagree and 20% were undecided. On the other hand, the output of vice principals 71.4% and supervisors 66.7% were agree on the issue. Similarly 28.6% of vice principals and 33.3% of supervisors indicated that strongly agree that the CPD plan was based on the school circumstance and available resources. This implies that, respondents of teachers disagree on the CPD plan is based on school circumstance and available resources. The computed ANOVA value (.063) does not show statistically significant difference at p=0.05 level among the respondent groups.

In the last item of table 3, suggested that CPD plan showed a clear duties and responsibilities of concerned body as the output of this result scored 75% of teachers, 48.8% of vice principals and 83.3% of supervisors were agreed on the issue. Therefore, The grand mean X=3.39 can be paraphrase agreement suggestion. The computed ANOVA value (.002) does show statistically significant difference at p=0.05 level among the respondent groups.

The interview of responses of school principals and school CPD coordinators confirmed that there was the individual have annual CPD plan and some attempt made in participating of teachers in the selection of the school CPD priorities program. To strength this idea, in the document analysis there were all school and individual have CPD plan in the sample schools. From the data it can be stated that the attempt of teachers' involvement in the selection of the school CPD priorities was medium and got some attention. On the other hand, they confirmed that CPD implementation is somewhat very minimal at the school level.

In general, planning continuous professional development activity with identifying CPD needs, to analyze the priorities of CPD before start to practice and CPD guided by teachers needs were on good position. But regarding to the school principals prepares training opportunity based on teachers CPD needs, ensuring the annual CPD plan and manages CPD budget were a serious problems for the implementation of CPD in the schools. Planning of CPD is not totally missing because of the school to plan the CPD program done as order come from woreda. Every year there is an attempt of preparing CPD plan. But its implementation is not properly conducted in the sample schools.

4.3. Analysis of Implementation of CPD Program

As clearly noted in the MOE documents, CPD involves such important components like curriculum meeting, peer observation, active learning, action research, classroom management and experience sharing with in and out of school. In relation to this, teachers, vice principals and supervisors were asked to rate the

usefulness these components of CDP in relation to their implementation of CPD activities and their responses are summarized as follows.

Table 4: - Effectiveness of Implementation of Continuous Professional Development

NO		Respondents	Rating Scales											M	SD	GM	F	Sig.
			SD		DA		UN		AG		SA							
			f	%	f	%	f	%	F	%	f	%					
1	Participation on curriculum meetings	Teachers	18	18	65	65	17	17	-	-	-	-	1.99	.595	1.99	22.507	.000
		V/principals	1	14.3	5	71.4	1	14.3	-	-	-	-	2.00	.577			
		Supervisors	1	16.7	4	66.6	1	16.7	-	-	-	-	2.00	.632			
2	peer observation	Teachers	20	20	65	65	15	15	-	-	-	-	1.95	.592	2.08	4.827	.010
		V/principals	1	14.3	4	57.1	2	28.6	-	-	-	-	2.14	.690			
		Supervisors	-	-	5	83.3	1	16.7	-	-	-	-	2.17	.408			
3	Action research	Teachers	17	17	67	67	16	16	-	-	-	-	1.99	.577	2.04	3.165	.046
		V/principals	1	14.3	4	57.1	2	28.6	-	-	-	-	2.14	.690			
		Supervisors	1	16.7	4	66.6	1	16.7	-	-	-	-	2.00	.632			
4	Assessment of students work before and after the CPD activity	Teachers	21	21	64	64	15	15	-	-	-	-	1.94	.600	2.03	31.582	.000
		V/principals	1	14.2	3	42.9	3	42.9	-	-	-	-	2.00	.756			
		Supervisors	1	16.7	3	50	2	33.3	-	-	-	-	2.17	.753			
5	Visiting schools and teachers to see examples of good practice	Teachers	25	25	62	62	13	13	-	-	-	-	1.88	.608	1.69	3.584	.031
		V/principals	3	42.9	3	42.9	1	14.2	-	-	-	-	1.71	.756			
		Supervisors	3	50	3	50			-	-	-	-	1.50	.548			
6	Sharing/showing good practice within a school	Teachers	25	25	63	63	12	12	-	-	-	-	1.87	.597	1.85	2.713	.071
		V/principals	2	28.6	4	57.1	1	14.3	-	-	-	-	1.86	.690			
		Supervisors	1	16.7	5	83.3			-	-	-	-	1.83	.408			
7	Maintaining a professional portfolio	Teachers	12	12	73	73	15	15	-	-	-	-	2.03	.521	2.05	6.210	.003
		V/principals	1	14.3	4	57.1	2	28.6	-	-	-	-	2.14	.690			
		Supervisors	1	16.7	4	66.6	1	16.7	-	-	-	-	2.00	.632			
8	CPD is being implemented as planned in my school	Teachers	31	31	58	58	11	11	-	-	-	-	1.80	.620	1.68	5.915	.004
		V/principals	3	42.9	4	57.1	-	-	-	-	-	-	1.57	.535			
		Supervisors	2	33.3	4	66.7	-	-	-	-	-	-	1.67	.516			

NB. The mean scores were interpreted as: < 1.5 = Strongly Disagree, 1.5-2.49= Disagree, 2.5-3.49 = Undecided, 3.5-4.49= Agree and 4.5-5.0= Strongly Agree.   * p is significant at >0.05

As shown in item 1, of table 4, the degree to which participation of teachers 65%, vice principals 71.4% and supervisors 66.6% on curriculum meetings showed their disagreement on the point. Similarly, 18% of teachers, 14.3% of vice principals and 16.7% of supervisors were indicated strongly disagreement. On other hand, 17% of teachers, 14.3% of vice principals and 16.7% of supervisors were showing undecided that of CPD was whether or not practices in curriculum meetings. In other way, the grand mean of total respondents (X=1.99) indicates disagreement on the issue. This implies that, the extent to which participate curriculum meetings for the implementation of CPD activities was low in the sample schools. The computed ANOVA value does not show statistically significant difference among the respondent groups.Therefore, based on majorities' response one can understand that in the secondary schools CPD activities were not largely carried out to participate in curriculum meetings.

As shown in item 2 of table 4, the extent to which the implementation of CPD on peer observation the response of teachers 65%, vice principals 57.1% and supervisors 83.3% were disagreement on the issue. Similarly, 20% of teachers and 14.3% of vice principals were strongly agree on the point. On the other hand, 15% of teachers, 28.6% of vice principals and 16.7% of supervisors were replied that undecided whether or not CPD practices on peer observation. Thus, the response of respondents with the grand mean value of $X=2.08$ showing their disagreement on the point. Hence, based the above data, we can say that there is less effort was made for peer observation. The computed ANOVA value (.010) does show statistically significant difference among the group of respondents.

As expressed in item 3 of table 4, 67% of teachers, 57.1% of vice principals and 66.6% of supervisors were disagreed and 17% of teachers, 14.3% of vice principals and 16.7% of supervisors strongly disagree that the extent to which CPD implementation by action research. On the other hand, 16% of teachers, 28.6% of vice principals and 16.7% of supervisors were undecided that CPD implemented by action research. Thus, respondents were regarded strong by the grand mean $X =2.04$ disagreed on the point. The computed ANOVA value (.046) does show statistically significant difference at $p=0.05$ level among the respondent groups.Therefore, from the responses of the majority of the respondents, one can understand that secondary schools were not CPD implemented by action research.

As shown in item 4 of table 4, respondents were asked the assessment of students work before and after the CPD activityshowing disagreement on responses of teachers 64% , vice principals 42.9% and 50% of supervisors and strongly disagreement of respondents of teachers 21%, vice principals 14.2% and supervisors 16.7%. On the other hand, 15% of teachers, 42.9% of vice principals and 33.3% of supervisors were indicated undecided that whether or not the assessment of students work before and after the CPD activities. Thus, the grand mean value of respondents ($X=2.03$) were shown disagreement on the issue. This implies that, the extent to which assessment of students work before and after the CPD activity was low in the sample schools. The computed ANOVA value (.000) does show statistically significant difference at $p=0.05$ level among the respondent groups.

As indicated in item 5 of table 4, respondents were asked to visiting schools and teachers to see examples of good practice, teachers was regarded strong by with the($X =1.88$, $SD=0.608$), vice principals ($X =1.71$, $SD=0.756$) and supervisors ($X =1.50$, $SD=0.548$) disagreed on the point. The computed ANOVA value (.031) does show statistically significant difference at $p=0.05$ level among the respondent groups. Therefore, from the responses of the majority of the respondents, it can be said that teachers, vice principals and supervisors of secondary schools were less of CPD implementation by visiting schools and teachers to see examples of good practice in the sample schools.

As shown in item 6 of table 4, respondents were asked to sharing good practice within a school, 63% 0f teachers, 57.1% of vice principals and 83.3% of supervisors were disagreed on the items. In line with this, 25% of teachers, 28.6% of vice principals and 16.7% of supervisors were regarded as strongly disagreed that sharing good practices with in the school. The grand mean was regarded strong by with the ($X =1.85$) disagreed on the point. The computed ANOVA value (.071) does not show statistically significant difference among the group of respondents. Therefore, from the responses of the majority of the respondents said that less focus on sharing good practice within school.

As shown in item 7 of table 4, respondents were asked the extent to which the implementation of CPD on maintaining a professional portfolio. Majority 73% of teachers, 57.1% of vice principals and 66.6% of supervisors were regarded as disagreement on the issue. 12% of teachers, 14.3% of vice principals and 16.7% of supervisors were indicated strongly disagreement. The remaining 15% of teachers, 28.6% of vice principals and 16.7% of supervisors were undecided that whether or not determine the implementation of CPD on maintaining a professional portfolio. The grand mean value of all respondents $X=2.05$ showing their disagreement on the point. The computed ANOVA value (.003) does show statistically significant difference among the group of respondents. Hence, based the above data, we can say that there is less effort was made for maintaining a professional portfolio.

As indicated in item 8 of table 4, respondents were asked to CPD is being implemented as planned in school, teachers with the ($X=1.80$, $SD=0.620$), vice principals with the ($X=1.57$, $SD= 0.535$) and supervisors with the ($X =1.67$, $SD= 0.516$) shows that the disagreement of the total respondents. The computed ANOVA value (.004) does show statistically significant difference among the group of respondents.Therefore, from the responses of the majority of the respondents, it can be said that CPD were not implemented as planned in sampled schools.

The data obtained from the interview also indicate that sharing of experience, discussion meetings, helping students by observation of student lesson, …etc.are some of the CPD activities and their participation varies from school to school, this implies that the extent of their engagement was not as expected by Ministry of Education (2009). In addition, the data gathered from interview also confirmed that teachers are not willing to do action research to solve educational problems in their schools. Thus, it is possible to conclude that,

action research has been conducted by teachers were not satisfied teachers respondents, as they expressed not sure about action research has been conducted by teachers. But the researchers attempt to observe and revised the documents revealed that, the responses of principals were lack reality. Therefore, based on the responses of the majority of respondents and the researcher's document analysis, it can be said that the action research has not been conducted by teachers.

Thus, from document analysis although teachers and school principals were maintaining portfolio, there were very limited CPD activities attached to it.

In general, curriculum meeting, peer observation, doing action research, assessment of students work before and after the CPD activity, teachers to see examples of good practice and maintaining professional portfolio were below the average mean value 1.92 which needed attention. Therefore, from the majority of respondents and interviews result it is safe to suppose that schools in the Bale zone did not devote enough attention to apply practical work in the CPD Program.

VI.   CONCLUSION AND RECOMMENDATIONS
6.1 Conclusion
Based on data analysis and result, the following conclusions were drawn:

Majority of respondents indicated that CPD planning were partially detected pertaining to the schools and individuals CPD planning, teachers analyzed their CPD and guided by their CPD needs.On the other hand, however, the vital components of CPD planning like school principals' preparation of training opportunity based on teachers CPD needs, principals' allocation of CPD budget and approval of the appropriateness of CPD plan in line with the needs of the schools were largely ignored. This therefore leads to cumulative conclusion that CPD program is not adequately planned in the secondary schools of Bale zone.

From the result of this study, continuous professional development plans in all secondary schools were not effectively implemented as it is clearly indicated that majority of CPD activities such as curriculum meeting, peer observation and doing action research were not practiced as expected. Similarly, assessment of students work before and after the CPD activity and teachers to see examples of good practice were not satisfactory based on the output of this study. Likewise, maintaining professional portfolio was not managed as indicated in the result part.

6.2 Recommendations
Based on conclusions drawn, the following recommendations are forwarded:
- Federal MoE, OromiaRegional Education Bureau, Bale Zone Education Department and Woreda Education Offices are advised to consider motivating and giving incentive for those teachers who perform their continuous professional development very well.
- For that reason, the stakeholders along with their staff members are advised to frequently discuss on how to implement continuous professional development plans, continuously evaluate the program and give feedback and allocating the necessary budget and controlling to check whether or not it is used efficiently.
- Supervisors and school principals shall be models to their teachers so that it will be easy for them to monitor their teachers. Otherwise, teachers may assume that CPD is a burden lied on them rather than a professional improvement opportunity.
- Regional, Zonal, and Woreda education officers, secondary school principals, CPD facilitators and supervisors should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, allocating sufficient budget, by preparing self and peer evaluation opportunities and followed by timely feedback. In addition, by fulfilling CPD materials, and increasing the commitment of teachers and principals by giving motivation, the CPD actions sufficiently improve the students' academic performance.

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