

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Contribution of Teachers' Continuous Professional Development (CPD) Program to Quality of Education and Its Teacher-Related Challenging Factors at Chagni Primary Schools, Awi Zone, Ethiopia

Sintayehu Belay

Lecturer, Department of Pedagogy and Moralities
Dire Dawa University, College of Social Science and Humanities, Ethiopia

Abstract:

This study examined the contribution of teachers' Continuous Professional Development (CPD) to quality of education and its challenging factors related with teachers. For this purpose, the study employed descriptive survey method. 76 or 40.86% participant teachers were selected using simple random sampling technique. Close-ended questionnaire was used to collect data for the study. Data from questionnaire were analyzed using one sample t-test. As study results pointed out, although teachers' engagement in CPD activities was found to be very poor CPD has made significant contribution to the improvement in students' achievement, classroom practices and teachers' professional competence. Moreover, the study found significantly high impact of teachers' belief, commitment, competence, cooperativeness, sense of responsibility and motivation in their CPD practice. Finally, based on study results, recommendations were forwarded to concerned bodies about further activities that need to get due attention.

Keywords: Continuous professional development (CPD), quality of education, Chagni primary schools.

1. Introduction

In this era of education, improving teachers' pedagogical and subject matter knowledge is found to be a key for quality of education. Due to this fact, in every world of education, teachers' Continuous Professional Development (CPD) program has received due attention. In line to this, OECD (2010) pointed out that the continuous professional development is critical to developing and maintaining high quality teachers. Accordingly, in Ethiopia, according to Ministry of Education (2005) and Ministry of Education (2009b), following pre-service and induction professional training, each Ethiopian teacher and instructor has a professional, personal and civic responsibility to undertake continuous professional development throughout his or her career. Each school teacher must take part in planned CPD activities for minimum of sixty hours each year. This may demand teachers' relentless commitment to engage with CPD activities since their continuous professional development has direct linkage with educational quality improvement holistically and improvement in the students learning achievement particularly.

Amare et al. (2006) confirmed that the literature on education quality indicated a strong link between teacher professional development and quality especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms. So that teachers should fully participate in CPD activities if these advantages need to be attained. Converse to this statement, Lessing and De Witt (2007) reported that teachers do not necessarily see CPD training as a lifelong learning of critical thinking, reflection and self-direction rather they often rely on rote learning of meaningless facts. This might indicate that the teachers faced problem of disengagement with CPD activities.

On the other hand, Atalel (2009) and Gray (2005) found that the teachers have low perception and practice to CPD training. Similarly, Bennett et al. (2010) found that teachers coming from CPD have been frustrated in implementing change over a short time scale.

According to Cohen and Hill (1997) cited in Gray (2005), teachers saw professional development at least effective at changing their practices and improving students learning. Conversely, Opfer, V. et al. (2010) indicated that the teachers acknowledged a number of benefits from participation in CPD, including the ability to work with colleagues, gaining new information, and following up the previous learning. However, these benefits tend to vary significantly by individual context.

As aforementioned findings revealed, the practice of teachers' continuous professional development (CPD) program seem facing tremendous problems. Thus, this study has tempted to examine the state of teachers' CPD contribution to quality of education and its teacher-based inhibiting factors.

Accordingly, the study tempts to answer the following leading questions.

1. What are the contributions of teachers' CPD to quality of education?
2. What are teacher related factors that challenge the practice of CPD?

2. Purpose of the Study

The major purposes of this study are:

- To assess the effects of CPD training on students' achievement, classroom practices and teachers' professional competence,
- To investigate the extent of teachers' engagement with CPD activities, their commitment towards CPD and the impact of teachers' belief on their participation in CPD,
- To investigate teachers trend to continually develop their profession through cooperative approaches of CPD, and
- To assess the impact of teachers' competence, their sense of responsibility and motivation on their practice of CPD.

3. Theoretical Framework

3.1. What is Continuous Professional Development (CPD)?

Different scholars have defined CPD differently in different terms. Alexander (2009), for instance, define continuous professional development as a purposeful maintenance, improvement and broadening of knowledge, skill and personal qualities in order to perform professional activities successfully throughout working life. On the other hand, Day (1999:4) explained CPD as

Professional development consists of all learning experiences and those conscious [*sic*] 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 the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Moreover, Austin et al. (2005) defines CPD as a systematic, ongoing and self-directed learning. According to them, CPD is an approach or process which should be a normal part of how one plan and manage one's whole working life.

Thus, CPD is a life-long and continuous process in which teachers are expected to upgrade their knowledge, master new skills and change their practices since advancement in their teaching career is finally for their students and education reform. Therefore, it is the prime professional duty of teachers to ensure sustainable professional development through CPD program.

Consistently, MOE (2009a) stated that continuous professional development should develop teacher professional competencies of: facilitating student learning, assessing and reporting student learning outcomes, manage their own professional development, mastery of Education and Training Policy (ETP), curriculum and other program development initiatives and forming partnership with the school community.

3.2. Principles of CPD in Ethiopia

Continuous professional development has basic principles by which its practice would be governed. Although there are number of principles identified by different scholars, CPD principles which identified by Ethiopia's Ministry of Education are discussed as exemplary. Accordingly, MOE (2004:29) determined that

1. There will be an initial CPD program phase for all teachers to follow. It will focus on areas of identified need that generic across the system and alongside other staff development activities, will take up the first two or three years of scheme. Then after the scheme proper (phase two) will be introduced,
2. Staff development programs will be more effective if all on-going activities are registered and documented,
3. One key element of CPD will be the provision of courses related to the level at which teachers are teaching. For this, several courses are developed at a federal level,
4. The renewal of the professional teaching license will require the completion of the equivalent of a stated minimum number of semester hours of CPD credits over the period concerned. Regarding to this, the guideline clearly stated the linkage between CPD and licensing at various levels,
5. All teachers will keep a portfolio of their participation in CPD programs. It has also stated how the portfolio could be documented, marked and reported,
6. Professional license renewal documents, indicating that teachers who have met the required renewal criteria must be verified by school principals and/or by other education professionals, mainly Woreda Education Offices, who are responsible locally,
7. All professional development activities used for renewal purpose must be approved in advance by the principal or other person responsible for conducting local evaluations, and
8. Documentation providing participation in these activities will be retained at the local/school/ level.

4. Contributions of CPD

The overall objective of the CPD program is to raise the achievement of students in Ethiopian schools and higher education institutions by improving classroom practices and teacher's professional competence. As an example, Villegas-Riemers (2003:24) identified that the specific objectives of the continuous professional development (CPD) are to:

- Support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches according to the active-learning based curriculum;
- Improve teachers subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills;

- Help teachers develop more positive attitudes more cooperative approaches to their work at the school level and strengthen professional identity;
- Introduce the idea of reflective practice and action research through which teachers studied their practice to improve it;
- Promote teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development.

In general, the aim of teachers' CPD is to improve the classroom practice and enhance students' achievement through improving teachers' competence holistically.

4.1. Teacher-Related Challenges of CPD

Not surprisingly, contribution of teachers' CPD program to quality of education hinges on different teacher-related factors interconnected with successful implementation of the program. For instance, Hult, Olofsson and Ronnerman (2003) cited in Hien (n.d.:17) asserted that factors affecting teacher professional development include teachers, students and colleagues. Teachers themselves are considered in terms of their cognition, their awareness of their education and their commitment to their teaching and development, etc., colleagues and peers also influence teacher career advancement much because teachers better their profession in a learning communities; participating in collaboration, discussing and exchanging information help teachers enhance their profession. According to Leu and Price-Rom (2006) teacher knowledge and skill are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. As a result, with expansion and reform taking place at the same time, a severe burden falls on teacher to be flexible and reject traditional models and to internalize and practice new approaches. This statement seems delineate teachers' belief, motivation, commitment and competence as the challenging factors.

5. Methodology

For this study purpose descriptive survey design was employed. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012).

5.1. Population of the Study

Chagni Town Administration is found in Awi zone of Ethiopia. The administration has six governmental primary schools that have been organized under two clusters. 186 teachers were used as the population of the study.

5.2. Sample and Sampling Techniques

From the total of 186 teachers, 96 or 51.61% (45 or 46.9% females and 51 or 53.1% males) teachers were first proportionally selected using simple random sampling approach particularly lottery system. Questionnaire was administered to these participants. However, only results from 76 or 40.86% (30 or 39.47% females and 46 or 60.53% males) teachers were included in data analysis due to different reasons. The remaining 20 teachers were rejected due to response inconsistency (4 teachers), incomplete data (1 teacher) and non response (15 teachers).

5.3. Instrument Development and Scoring

To gather relevant data for the study, questionnaires were employed as the data collection instruments. These instruments were preferred due to the fact that questionnaire is more convenient to the respondents, less time consuming and less expensive as well it will provide wide range of data for the study. In line to this, ICDR (1999) pointed out that the questionnaires are less expensive, produce quick result, filled at the respondent's convenience, stable, consistent and uniform, and offer a considerable objective view on the issue.

After the instruments were developed originally, they were given to the Chagni Education Office Teachers, Principals and Supervisors Development and Curriculum Development and Implementation Core Work Processes' experts for their comment.

The questionnaire had the reliability estimate of the Cronbach alpha of 0.83 and standard error of measurement of 1.39. The scoring was made on a 5-point Likert scale ranging from 1 to 5 where 5=strongly agree, 4=agree, 3=partially agree, 2=disagree, and 1=strongly disagree.

5.4. Data Gathering Procedures

Before administering, the participants were asked for their consent whether to involve in the study as a source of data. They were also informed that their responses confidentiality would be kept.

Then after, questionnaires were administered to all sample teachers in their school.

5.5. Data Analysis Techniques

The study employed quantitative techniques of data analysis. Thus, the data gathered from teachers using close-ended questionnaires were analyzed using one sample t-test.

6. Results and Discussion

6.1. Contribution of Teachers' CPD

Teachers' were asked to rate the contribution of their CPD program for the improvement of students learning achievement, their classroom practice and their professional competency. Accordingly, the study revealed the following results.

Contribution of CPD for:	Cal. Mean	SD	SEM	Cal. t-value	df
Students' academic achievement	20.37	5.75	0.659	3.596	75
Teachers' classroom practice	25.92	5.98,	0.686	7.172	
Teachers' professional competence	39.45	9.03	1.036,	6.226	

Table 1: One-sample t-test results of the contribution of teachers' CPD
 Key: SEM= Standard Error of Mean; SD=Standard deviation; df= degree of freedom
 All t-values were statistically significant at $p<0.001$.

Teachers' were asked to rate the contribution of their CPD program for the improvement of students' learning achievement. Accordingly, as portrayed in Table1, teachers reported significantly high contribution of teachers' continuous professional development to improve students' academic achievement (calculated mean=20.37, expected mean=18, SD=5.75, SEM=0.659, t-value=3.596 and $df=75$). Thus, the obtained mean score (20.37) was by far greater than the respective expected mean (18). From this result one can infer that teachers' CPD program has positive contribution for students' academic achievement which in turn contribute for the quality of education in general. Consistent to these results, Amare et al. (2006) reported that CPD has laid fertile ground to build strong academic achievement. Similarly, Opfer, Pedder and Lavicza (2008) found that teachers identified improving academic achievement to be the benefit of CPD. They also suggested that the effort to improve teachers' expertise should result in improved students' learning.

Moreover, most studies correlate participation in CPD to changes in pupil achievement including motivation to learn, better engagement in classroom activities, pupil confidence and self-esteem (Opfer, Pedder and Lavicza, 2008). HMIE (2009) also found evidence of collegiality leading to an improved quality of teaching which in turn led to the improvement in aspects of learners' achievement.

From the contributions of CPD to quality of education, change in classroom practices is the prominent one. In relation to this, MOE (2009a) indicated that the contribution of CPD to quality education should be evaluated in terms of improvement in classroom practices resulted from it. Accordingly, the results from the teachers on the contribution of CPD training for their classroom practice improvement found to be significantly high at $p<0.001$ (SD=5.98, SEM=0.686 and $t=7.172$). While it's obtained mean (25.92) was by far greater than the respective expected mean (21). In connection to this, Boyle, et al. (2004) identified changes in planning, in teaching style and assessment practices as a result of teachers' participation in long-term CPD (Opfer, Darleen and Pedder, 2010). Similarly, Amare, et al. (2006) outlined important aspects of the effect of teacher's continuous professional development in improving classroom practices within the context of Ethiopia's active-learning polices. The study also found continuous professional development as a rewarding that helped their career development and influenced their teaching in general.

According to Alexander (2009), the purpose of CPD is to encourage active participation in activities that foster genuine professional development for each individual. Similarly, continuous professional development is the purposeful maintenance, improvement and broadening of knowledge, skills and personal qualities in order to perform professional activities successfully throughout working life (HMIE, 2009). In line to this, teachers were asked rate the contribution of CPD training for their professional competence improvement. Accordingly, results, as indicated in Table1, revealed that CPD training has contributed significantly to the teachers' improvement in their professional competence (mean=39.45, SD=9.03, SEM=1.036, $t=6.226$ & $p<0.001$). The obtained sample mean (39.45) was by far greater than the respective expected mean ($\mu=33$). Thus, the result is statistically significant at $p<0.001$.

This result is consistent with the finding by Lessing and De Witt's (2007:56) which pointed out that teachers acknowledged the importance of CPD for personal development, enhancement of work life by providing support, development of teaching confidence, increasing skills and changing existing teaching habits as well as provision of knowledge. Continuous professional development is important to effect change in methods, improve teaching competence, [and] develop teaching excellence and school growth in general. Similarly, the study by Rose and Reynolds (n.d:51) also examined that the teachers have acknowledged that CPD has contributed to the development of reflective and critical practice, and an enquiry-based approach to pedagogy; development of practitioner's dialogue, development of problem-solving skills with reference to teaching practice, increased links, collaboration and cooperation with other teachers, with modeling and sharing of best practices, opportunities for promotion and personal satisfaction.

To this end, Opfer, Darleen and Pedder (2010) also ensured that teachers acknowledged a number of benefits from participation, including the ability to work with colleagues, obtaining new information and following up previous learning.

6.2. Teacher-Related Challenging Factors

Variables	Cal. Mean	Expected mean	SD	SEM	t-value	Df
Belief *	30.92	27	6.99	0.802	4.888	75
Commitment*	35.5	30	7.42	0.851	6.463	75
Competence*	28.11	24	5.48	0.628	6.545	75
Motivation*	20.82	18	3.41	0.391	7.212	75
Engagement**	28.63	30	5.22	0.599	-2.287	75
Cooperativeness*	36.03	30	6.52	0.748	8.061	75
Sense of responsibility*	50.62	42	8.53	0.978	8.814	75

Table 2: One-sample t-test results of teacher-related challenges of CPD

Key: SD=standard deviation; SEM=standard error of mean; Df=degree of freedom and

* t-value was statistically significant at $p < 0.001$

** t-value was statistically significant at $p < 0.05$

Teachers' were asked to rate how their belief determines their participation on CPD training activities. As showed in Table2, teachers' have reported a statistically significant impact of their belief to participate in CPD activities. Thus, if they have positive belief on the importance of CPD activities to continually develop their profession they would actively take part in those activities. So that, teachers' belief in CPD program has significant impact on their participation in CPD activities (expected mean=27, obtained mean=30.92, SD=6.99, SEM= 0.802, t=4.888 & $p < 0.001$). The obtained mean score (30.92) was significantly greater than the respective expected mean ($\mu=27$).

This result implies that teachers significantly acknowledged the impact of their belief in their CPD process. Consistent to this result, Opfer, Darleen and Pedder (2010) found that the teachers' reasons for taking part in CPD reflect their perception of wide range of benefits. Similarly, Pajares (1992) cited in Opfer, Pedder and Lavicza (2008) found that beliefs are given greater weight than knowledge in the decisions teachers make about development opportunities and in their choices in practices and that beliefs act as a filter for ideas to be considered, resulting in resistance to change.

On the other hand, MOE (2004) pointed out the quality of teaching and learning in every school will be improved by a sustained commitment to continuous professional development. Commitment matched by related interpersonal capability to engage in collaborative problem-solving is essential to the development of professional learning (OECD, 2010). To measure the level of impact of teachers' commitment in their practice of CPD, the question "To what extent teachers' commitment affects CPD practice?" was provided. Teachers were also asked to rate their level of commitment to involve in continuous professional development activities. Accordingly, as displayed in Table 2, teachers' commitment to involve in CPD program is found to have statistically significant impact at $p < 0.001$ (SD=7.42, SEM=0.851 & t= 6.463). In line to this, obtained mean (35.5) for teachers' commitment to participate in CPD activities was by far greater than the expected population mean ($\mu=30$). This result has showed the importance of teachers' commitment for their continuing professional development process which in turn would contribute to educational quality improvement.

In this regard, HMIE (2009) stated that teachers need to have a professional commitment to develop their skills and expertise in classroom practices and other related matters through an agreed program of continuing professional development. Similarly, OECD (2010) assured that the commitment to do everything possible for continuous professional development would improve the quality of education.

If CPD is to achieve its objectives of contributing to quality of education, teachers need to be competent in carrying out CPD activities. According to MOE (2004), teachers are expected to present evidence of professional progress resulted from CPD through better teaching performance in the classroom, thus bringing about quality improvement in the education that learners experience. Similarly, Craft (2000) pointed out that an individual teacher has to be competent enough to carry out action research and other CPD activities in order to develop, implement and evaluate a new approach to education.

Thus, teachers' competence to accomplish particular CPD activity will have significant impact on their continuous professional development process. As a result, teachers were asked to rate their competence to carryout identified continuous professional development activities. Accordingly, as portrayed in Table2, they reported statistically significant competence to accomplish identified continuous professional development activities (SD=5.48, SEM=0.628& t=6.545). The obtained results mean (28.11) was significantly greater than the respective expected mean ($\mu=24$).

As a result, teachers' incompetence seems to have significant impact in the practice of continuous professional development. In connection to this result, Opfer, Darleen and Pedder (2010) indicated that the most teachers' approaches to CPD tend not to be research-informed approaches despite strong evidence in the literature that these kinds of approaches are effective. Similarly, low participation of teachers in CPD using active forms of learning such as extended problem-solving research was found (Opfer, Pedder and Lavicaze, 2008).

It is obvious that CPD will contribute to quality of education only when teachers involve in it and obtain the required knowledge and skill. Hence, the question "How often do teachers engage in CPD activities?" was raised. As a result, findings showed significantly good engagement of teachers in peer observation, and participation in educational conferences and seminars. The results on educational conferences and seminars found to be consistent with the study by Opfer, Darleen and Pedder (2010), which found that the teachers spend the majority of their professional development time in educational seminar and conferences do not have many of

forms and features associated with positive impact. Craft (2000) also pointed out that many teachers undergo professional development through working with colleagues on a defined or a set of problems such as during working, group discussion or planning activities.

However as revealed in Table 2, the obtained mean for teachers' engagement in different CPD activities was significantly less than the expected population mean (expected mean=30, obtained mean=28.63, SD=5.22, SEM= 0.599, $t = -2.287$ & $p < 0.05$). Similarly, the results revealed less engagement of teachers in collaborative action research, in mentoring activities, in cooperative learning, in team teaching and exchanging good practices as well.

Based on the above results one could infer that teachers have more less engagement on CPD activities. In such condition teachers would waste opportunities of CPD program and could not possibly make significant contribution to educational quality improvement endeavor. In line to this, Santiago and McKenzie (2006) cited in Leu and Price-Rom (2006) indicated that the one of main challenges for policy makers facing the demands of knowledgeable society is how to sustain teacher quality and ensure all teachers continue to engage in effective models of ongoing professional learning. Similarly, Opfer, Pedder and Lavicaze (2008) found out that few teachers identified more active classroom based approaches such as lesson observation, coaching and mentoring in which they participated. To the reverse, HMIE (2009) delineated that the teachers are undertaking an increasingly varied range of CPD activities, with a greater emphasis on locally-planned and organized activities. This argument, however, failed to examine the extent of teachers' engagement in each particular continuous professional activity in comparison with respective expected ones.

Further, the empirical evidences have revealed that the professional development is more likely to result in school improvement when teachers engage in collaborative learning and problem-solving activities (Gray, 2005). On the other hand, MOE (2010) assured that continuous professional development (CPD) is not given enough attention by the significant number of teachers.

On the other part, to continually improve educational quality through CPD program, teachers need to have motivation to sustainably involve in it.

Here in this study, the question "To what extent teacher's motivation affects CPD implementation?" was raised so as to examine the level of impact teachers' motivation has in the practice of CPD.

Accordingly, teachers reported lack of motivation to be the significant problem in CPD implementation. Teachers' motivation to undertake action research as core tool for CPD was found to be significantly poor at $p < 0.01$ ($t = 2.909$). To the reverse, teachers' motivation to improve their professional practice and knowledge, to improve their students' achievement and to change their classroom practices through CPD were found statistically significant.

The overall result, as displayed in Table 2, revealed that teachers' motivation has significant impact on the implementation of CPD program. The result was statistically significant at $p < 0.001$. So that, its obtained mean (20.82) was significantly greater than the respective expected mean ($\mu = 18$) (SD= 3.41, SEM= 0.391, $t = 7.212$ & $df = 75$). In line to this, Leu and Price-Rom (2006) indicated teachers' motivation to be one of determinant factors in the practice of CPD.

The capacity of teachers to develop and improve throughout their careers may largely depend on the development of schools as more collaborative and cooperative organizations in which teachers work together and develop shared membership in a group that accommodates and supports their pursuit of continuous inquiry in to practice (Leu and Price-Rom, 2006).

Hence, as portrayed in Table 2, the results of this study have showed that the teachers were significantly cooperative to continually develop their profession through CPD (SD=6.52, SEM=0.748, $p < 0.001$ & $t = 8.061$). Its calculated mean (36.03) was significantly greater than that of respective expected mean ($\mu = 30$). Perhaps, these results show the importance of teachers' cooperation in their continuous professional development if CPD is to effectively contribute to quality of education.

Related to these result, HMIE (2009) assured that teachers had increased collegiality and professional dialogue in implementing CPD improvements and ready sharing of ideas and resources. Rose and Reynolds (n.d.:53) claimed that

- Collaboration leads to greater teacher confidence, improved self-efficacy, an openness to new ideas and changing practice, greater enthusiasm for collaborative working, including an increased willingness to be observed, and providing an opportunity for reassurance when teachers are faced with problems and issues of concern.

Similarly, Goodall et al. (2005) argued that creating a collaborative professional learning environment for teachers is the single most important factor for successful school improvement and the first order of business for those seeking to enhance the effectiveness of teaching and learning.

To this end, teachers need to feel responsible to continually improve their profession, their classroom practice and students' learning achievement by effectively engaging in CPD.

Throughout this study, teachers reported significantly great sense of responsibility to undertake CPD activities to continually develop their profession ($t = 8.814$ & $p < 0.001$).

Compared with expected mean ($\mu = 42$), the obtained mean (50.62) was significantly high at $p < 0.001$. This indicates that teachers feel responsible for their professional development and in turn it has significant positive impact in the practice of CPD. In relation to this, HMIE (2009) found evidence of enhanced teachers sense of professionalism and raised morale where teachers had direct involvement in and felt ownership of CPD activities to implement.

Similarly, Bennett, Braund and Lubben (2010) suggested that, teachers should take shared responsibility for improving the learning opportunities and outcomes for all students in the school.

Moreover, Timperley (2009:35) pointed out that

- teachers who are engaged in cycles of effective professional learning take greater responsibility for the learning of all students; they do not dismiss learning difficulties as an inevitable consequence of the home or community environment. As they take more responsibility, and as they discover that their new professional knowledge and practice are having a positive

impact on their students, they begin to feel more effective as teachers. Like greater expectation, heightened responsibility and motivation are developed most effectively when teachers observe that their new teaching practices are having positive impact on their students.

7. Conclusion and Recommendations

7.1. Conclusion

Based on the findings the following conclusions are made. The effective implementation of teachers' CPD program needs substantial efforts of educational stakeholders. If teachers' CPD program is implemented to its expected extent, it could have significant contribution for the quality of education by improving students' achievement, changing teachers' classroom pedagogical practices and enhancing teachers' professional competence (both subject matter and pedagogical). Conversely, teachers' use of active learning methods and instructional media was found to be very poor. Thus, significant contribution of CPD to students' achievement, classroom practices and professional competence will be sustained when teachers fully engaged in CPD. This foreshadows that teachers' effort to continuous professional development need to be prominent determinant factor as CPD is to contribute to the improvement of educational quality. Results also revealed very low engagement of teachers in CPD activities. But, there is no difference of engagement in CPD between male and female teachers. In relation to this, Opfer, Pedder and Lavicza (2008) confirmed that there is no difference of participation in CPD by gender. Teachers' engagement in collaborative learning, workshop activities, mentoring activities, self-reading, action research, exchanging good practices and team teaching was very low. Consistent to this result, Anteneh (2010) found that most teachers did not attend the training in CPD day. Moreover, teachers' engagement and competence in problem-solving action research was found to be very poor. Consistently, the results revealed that the teachers' belief, commitment, competence, cooperativeness, sense of responsibility and motivation have significantly high impact upon the practice of continuous professional development.

Teachers' lack of motivation was found to be significant inhibitor of CPD practice. Furthermore, the results showed that female teachers are less committed, less competent, and less cooperative and feel less responsible to continually develop their profession through CPD compared with male teachers.

Based on these results the researcher has forwarded the following recommendations for which educational stakeholders are expected to give due attention.

7.2. Recommendations

As far as quality of education is concerned teachers need to be at the forefront of every educational process. Accordingly, Educational offices should seriously follow up teachers' practice of CPD. To do this, evaluation system having relevant criteria need to be designed at department, school, cluster and woreda level. Consistently, teachers' achievements in CPD activities need to be synchronized with their professional licensing and relicensing program. Doing so would enhance teachers' engagement, commitment, belief, motivation and sense of responsibility for their continuous professional development program.

On the other part, school principals/directors need to have portfolio of each teacher and then he or she has to evaluate professional progress of each teacher in a well planned manner. Based on evaluation result, a teacher who involves in CPD process and who show relatively great professional progress need to be rewarded so as to motivate the remaining teachers for further CPD activities.

It seems important to train teachers concerning active learning methods and action research. Supervisors must sustainably observe classroom teaching and learning process and identify those teachers who failed to use active learning methods. Those identified teachers need to be trained.

8. References

- i. Addisu Liyew. (2008). Continuous Professional Development Teachers Reactions and Challenges in Schools of Debre Markos Town. Amhara Education Bureau Journal of Educational Research, 1(12), 77-105.
- ii. Alexander, T. (2009). Continuous Professional Development Standards and Guidelines. Retrieved on December 12, 2011 from http://www.alexandertechnique_itm.org/ukregulation/assets/2-cpd.pdf
- iii. Amare Asgedom, Daniel Desta, Derebssa Dufera, and Wanna Leka. (2006). Ethiopia Pilot Study of Teacher Professional Development: Perception and Practice[electronic version]. Retrieved on September 20, 2011 from http://docs.google.com/viewer?a=v&q=cache:IAKD058I3zKJ:pdf.usaid.gov/pdf_docs/PNADH771.pdf
- iv. Atalel kassa. (2009). Teachers Professional Development Beliefs Vis-à-Vis Received Importance and Practice of CPD. Unpublished Master's Thesis, Bahir Dar University, Faculty of Education and Behavioral Sciences, Bahir Dar
- v. Austin et al. (2005). Effective professional development. Boston: McGraw-hill Press.
- vi. Bennett, J., Braund, M., & Lubben, F. (2010). The Impact of Targeted Continuing Professional Development (CPD) On Teachers' Professional Practice in Science: Main Report. Retrieved on December, 12, 2011 from: [http://www.gtce.org.uk/t/a/rft/collab-cpd0204/Brown, H. \(1994\). Teaching by Principles. New Jersey Hall Regents.](http://www.gtce.org.uk/t/a/rft/collab-cpd0204/Brown, H. (1994). Teaching by Principles. New Jersey Hall Regents.)
- vii. Chagni Education Office. (2011). Ametawi Ytemehirete Report [Yearly Educational Report]. Chagni Education office.
- viii. Craft, A. (2000). Continuing Professional Development: A Practical Guide for Teachers and Schools. (2nd ed). London: Routt Edge Falmer
- ix. Creswell, W.(2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research, 4th ed., Pearson Education, Inc.

- x. CUREE. (2008). Mentoring and Coaching: a central role in CPD. Retrieved on December, 12, 2011 from: www.Curee.Co.uk/files/pulication/121923072
- xi. Day, C. (1999). *Developing Teachers: The Challenge of Lifelong Learning*. London: Routt Edge Falmers
- xii. Ewnetu Hailu & Firdisa Jabessa. (2010). Teachers' Perceptions of School Based Continuous Professional Development (SBCPD) in Jimma Zone Selected Schools. *Ethiopia Journal of Education and Sciences*.
- xiii. Goodall, J. et al. (2005). Evaluating the Impact of Continuing Professional Development. Retrieved on February 24, 2012 from www.Villierspark.org.uk/v p/images/pdfs/RR659.pdf
- xiv. Gray, S.L. (2005). *An Enquiry into Continuing Professional Development for Teachers*. Retrieved on September 20, 2011 from: www.esmeefairbarin.org.uk/docs/Education.pdf
- xv. Hien, T. (n.d). *Towards an Effective Teachers Professional Development in DFLSP – CFL – VNU: Module*. Retrieved on November 7, 2011 from: <http://www.teachingexpertise.com/topic/raising-achievement>
- xvi. HMIE. (2009). *Learning Together: The Roles of Continuing Professional Development, Collegiality and Chartered Teachers in Implementing Improving Teaching and Learning Curriculum for Excellence*. Retrieved on February 24, 2012 from www.hmie.gov.UK/documents/publication/Itcfe.html
- xvii. Hutchings, M. et al. (2009). *Scoping Manageable and Strategic Approaches to CPD for Supply Teachers*. Retrieved on February 24, 2012 from http://www.gtce.org.uk/documents/publication pdf s/cpd_supply teachers
- xviii. ICDR. (1999). *Teacher Education Handbook*. Addis Ababa: FinFinne Printing and Publishing Press.
- xix. Lessing, L and De Witt, M. (2007). *The Value of Continuous Professional Development: Teachers' Perceptions* [Electronic version]. *South African Journal of Education*. Retrieved on February 24, 2012 from <http://www.ajol.info/index.php/saje/article/View File/25098/20767>
- xx. Little, J. (1994). *Teachers Professional Development in a Climate Educational Reform*. London: Continuum.
- xxi. Leu, E. and Price-Rom, A. (2006). *Quality of education and teacher learning: A Review of the literature*. Retrieved on September 20, 2011 from <http://www.ibe.unesco.org/International/ICE47/English/Natregs/reports.pdf>.
- xxii. MOE. (1994). *The Education and Training Policy of the Federal Republic of Ethiopia*. Federal Ministry of Education, Addis Ababa
- xxiii. _____. (2002). *Education Sector Development Program (ESDP-II): Program Action Plan* (unpublished material). Ministry of Education, Addis Ababa.
- xxiv. _____. (2004). *Continued Professional Development: Guide Line for School Teachers*. Ministry of Education, Addis Ababa.
- xxv. _____. (2005). *Education Sector Development Program III (ESDP-III): Program Action Plan*. Ministry of Education, Addis Ababa.
- xxvi. _____. (2009a). *Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia: The Framework* (unpublished material). Ministry of Education, Addis Ababa.
- xxvii. _____. (2009b). *Continuous Professional Development for Primary and Secondary Teachers, Leaders and Supervisors in Ethiopia: The Practical Toolkit* (unpublished material). Ministry of Education, Addis Ababa.
- xxviii. _____. (2010). *Education Sector Development Program IV (ESDP IV): Program Action Plan* (unpublished material). Ministry of Education, Addis Ababa.
- xxix. Mohamed, N. (2006). *An Exploratory Study of the Interplay between Teachers' Beliefs, Instructional Practices & Professional Development* [Electronic version]. Retrieved on September 20, 2011 from: <http://www.tandfonline.com/doi/pdf/10.1080/13674580300200225>
- xxx. Opfer, V., Pedder, D. and Lavicza, Z. (2008). *Survey Report: Schools and Continuing Professional Development (CPD) in England-State of the Nation Research Project*. Retrieved on September 20, 2011 from <http://www.sen.trb-ac.uk/cpd-Leader/effective-cpd/>
- xxxi. Opfer, V. Darleen and Pedder, D. (2010). *Benefits, status and effectiveness of Continuous Professional Development for teachers in England* [Electronic version]. *Curriculum Journal*. Retrieved February, 17, 2012 from: <http://www.darleenopfer.com/File/CJ %20Benefits%20article.pdf>
- xxxii. OECD. (2010). *Teachers' Professional Development Europe in Official Publications of the European Union International Comparison*. Retrieved on September 20, 2011 from <http://ec.europa.eu/education/school-education/doc/talis/report-en.pdf>
- xxxiii. Rose, J. and Reynolds, D. (n.d.). *Teachers' Continuing Professional Development: A New Approach*. Retrieved on February 24, 2012 from <http://www.fm-kp.si/zalozba/ISBN/978-961-6573-65-8/219-240.pdf>
- xxxiv. Teshale Fenta. (2009). *CPD Trained Teachers' Involvement in Using Active learning Methods and Conducting Action Research: The Case of Second Cycle Primary School Teachers of Bahir Dar Town*. Unpublished Master's Thesis, Bahir Dar University, Faculty of Education and Behavioral Sciences, Bahir Dar.
- xxxv. Timperley, H. (2009). *Teacher professional learning and development*. Retrieved on September 20, 2011 from: www.ibe.unesco.org/fileadmin/user_upload/publication/Educational-practices-18.
- xxxvi. Villegas-Remiers, E. (2003). *Teacher Professional Development: An International Review of the Literature*. Paris: UNESCO/iiep
- xxxvii. VSO. (n.d). *A report on the motivation and morale of teachers in Ethiopia*. Retrieved on September 20, 2011 from: <http://affectationsdisponibles.org/CMFiles/ETH0182-0009-0004 Continuous Professional Development Advisor.pdf>