

Continuous Professional development for primary school teachers: Needs and Factors Hindering Teachers Participation

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ABSTRACT

The government of Ethiopia has recognized quality education as a key to transform the economic and social development of the country. Teachers' professional development has been one of the priorities of the education sector to the realization of the country's ambitious goals. The aim of this study was to investigate the professional development needs of teachers and the hindering factors that affect teachers' participation in CPD. The study employed mixed research approach. The participants of the study were 624 primary school teachers who were randomly selected from government primary schools of North Gondar Zone, Ethiopia. Data were collected by questionnaire, interview and focus group discussion from teachers, school principals, cluster supervisors and Woreda education officers. Both quantitative and qualitative data were collected. The quantitative data were analysed by the help of percentage, mean, t-test and One-Way ANOVA. The qualitative data were analysed thematically. The study revealed that lack of incentives, work load, shortage of time, lack of support from stakeholders, and Lack of trained CPD facilitators were the most perceived barriers of CPD. Teachers were also asked to identify their professional development needs. Accordingly, subject matter knowledge, Knowledge of curriculum and classroom management skills were identified as their most preferred needs. Teaching students with special needs and action research were the least selected professional development needs. The t-test result shows that gender difference affects the perception of teachers toward the hindering factors and their professional development needs. Female teachers showed higher professional development needs than male teachers. ANOVA result shows that teachers teaching experience does not affect the perception of teachers professional development needs. But significance difference was observed between different experience groups about the hindering factors of CPD.

1. Introduction

A major shift in education system of Ethiopia occurred after 1994 when a new government took power and introduced multifaceted socio-political and economic reforms. Education sector was one such major areas where fundamental reforms were initiated. The new government recognized the education sector as a key for facilitating the overall development of the country. Today, providing quality education for citizens has got wider attention globally. Similarly, the new education policy of Ethiopia envisioned achieving a cherished goal of providing equitable quality education throughout the country. Critical to the provision of quality education, teacher development has been prioritized as essential development agenda and hence different reform initiatives were designed and implemented (MoE, 2002).

In response to complex, long existing educational problems of the country, in 1994 new education and training policy was launched in the country's education system. There existed sever criticism against the education system for its poor quality, inequity, inefficiency and irrelevant curriculum to contribute to the development of the country (MoE, 1994). Teacher education and development program was one of the major concerns of the policy as well as the education sector development programs. The policy document highlights that teachers should be well qualified, responsible and ethically committed. The effectiveness of school reform initiatives

depends on the quality of teachers and on teachers' motivation to participate in training and implement innovations (Gorozidis&Papaioannou, 2014) in Geldenhuys, J. and Oosthuizen, L. 2015; Ozdemir, S., 2013; Steyn, T. 2009).

Ethiopia's commitment for Education for All and The Million Development goals led to steady increase of students enrolment. However, this success was challenged by shortage of teachers both in quantity and quality (MOE, 2002; MoE ,2008; Tesfaye, 2014; World Bank, 2013). To address this critical problem, measures were undertaken for professional development of teachers giving emphasis for both pre-service and in-service teacher education and development. Parallel to pre-service teacher education, alternative in-service teacher education programs such as summer, evening and distance education were in place. Indeed such efforts were effective to produce more number of graduated teachers both at primary and secondary schools. However; the quality of teacher education remained unsolved. Teachers in Ethiopia lack the content as well as the pedagogical knowledge and skills so that they are still employing the traditional method of 'talk and chalk' even though the education policy focuses on active learning methods and continuous assessment (MoE, 2002; Tekeste 2006; Tesfaye; 2014).

Some literature indicates that pre-service education cannot prepare teacher candidates for all required knowledge

and skills that go in line with complex and ever changing needs of classroom teaching (Eg. Knight, 2002; Musaaazi, 1982), cited in Malunda, P (2018). Recently, teacher continuous professional development (CPD) has become the central focus of most educational systems (Day, 1999; Desimone, et al, 2006; Guskey, 2000; Villegas-Reimers, 2003). The concept professional development includes a range of activities from pre-service to a variety of in-service programs. As noted by Hargreaves, 2000 in Amalia A. (2011), CPD plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching. As the core of any innovation is the on-going and constant process of change; such an on-going change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Villegas-Reimers, 2003). CPD is regarded as 'an integral part of school development' (Yan, W, 2011) and it is widely accepted that CPD and successful educational change or innovation are always intimately linked. Researchers and educators agree that changes in classroom practices demanded by the educational reforms ultimately rely on teachers.

In Ethiopia, education follows this global trend. Continuous professional development of teachers has been recognized as integral component of quality education. In the past times teacher education was given little emphasis (MoE 2002). Given emphasis for quality education, Ethiopian government has sought to address it through policy of teacher and school leader professional development among other things (MoE, 008). Recognizing the key role continuous professional development plays to the effectiveness of education reforms and curriculum implementation in particular, the Ministry of Education has introduced a framework of continuous professional development (CPD) in 2005 for teachers and school leaders which was aimed at improving the knowledge, skills and values of teachers and school leaders in order to enhance learning outcomes of students.

The framework demands all teachers at all level to actively engage in continuous professional development activities mainly at school level. As stated in the document "it is the civic and professional duty" of all teachers to participate in CPD. Great expectation is placed on teachers to be responsible and committed to identify their individual needs and plan their future development. School leaders too are expected to play key roles in analysing school's problems, identify the school priorities and support teachers to effectively implement the continuous professional development activities. Put it simple, the new CPD is school-based and hence this approach is assumed to give for all teachers wider opportunities to learn on continuous basis and in cost effective manner (Desimone, L., Smith, T., and Ueno, K., 2006; Geldenhuys, J., and Oosthuizen, L., 2015).

As explained by Harris, D. & Anthony, H. (2001) teachers are encouraged to work together, to collaboratively solve problems of practice. Whether in teacher networks or study groups, grade level teams or professional development schools, there is a focus on creating a community of learners in which there is 'a shift from teaching in isolation and one-on-one mentoring to

school-wide collaboration and conversation'. Nevertheless, the implementation of school-based CPD is not easy and may not be effective due to different reasons. Geldenhuys, J. and Oosthuizen, L. (2015) contend that globally teachers experience challenges that influence their participation in their own CPD. Similarly, Bell & Gilbert (1996), cited in David, M. (2013) presuppose that teachers' active involvement in professional development can be hindered by certain factors. According to this author, the work environment plays an influential and determinant factor affecting teachers' professional development.

In the same vein, personal factors such as professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotional exhaustion and loss of personal accomplishment were reported by Kwakman, K. (2003) as major hindering factors for teachers' participation in professional development activities.

The purpose of this study is to identify teachers' professional development needs and the challenges that hinder teachers' participation in CPD in primary schools of North Gondar, Ethiopia.

Research questions

1. What are teachers professional development needs?
2. What factors are perceived by teachers as hindering factors to their participation in CPD?
3. Do teachers' gender and teaching experience significantly affect teachers' perception to professional development needs and the hindering factors that affect teachers participation in CPD?

2. Review of Related Literature

The professional development of teachers can be considered in two aspects: cognitive and affective, both of which are important in determining teachers' efficacy (Kwok-wai, C (2004). The author further explained that the cognitive aspect refers to acquisition of pedagogical knowledge and improved instructional skill, which will help teachers' classroom teaching and management. The teachers' commitment and dedication to the teaching career is an important affective component in teacher development.

The concept professional development is understood in different ways by different individuals. Rudduck (1991) cited in (Marcelo, 2009) referred teachers professional development as "the teacher's ability to maintain the curiosity of the class; to identify significant interests in the teaching and learning processes; to value and seek dialogue with experienced colleagues as a source of support in the analysis of situations."

A more quoted definition of Day 1999 is:

"The professional development of teachers includes all the experiences of natural learning as well as the more planned and conscious ones which try, both directly and indirectly, to benefit individuals, groups or schools and which contribute to improving the quality of education in the classroom. It is the process by which teachers, whether alone or accompanied, review, renew and further their commitment as agents of change, with moral teaching aims. Moreover, they acquire and develop knowledge, competencies and emotional intelligence

that are essential to professional thinking, planning and practice with children, adolescents and colleagues throughout each stage of their teaching lives" (Day, 1999, p. 4)

Although the definitions seem different, the underlying understanding focuses on improving learning outcomes of learners as a function of improved knowledge and skills of teachers. Thus, the goal of professional development is always to raise the standard of learning and finally to attain the ambitious goals of education. Professional development is seen as an essential mechanism for enhancing teachers' content knowledge and improving their classroom practices (Desimone, et al. 2002).

2.1 Factors influencing teacher professional development

Many literature documents point out that not all professional development efforts are effective to bring the intended goals. There are various factors that contribute to and hinder the effectiveness of professional development. Villegas Reimers (2003) identified conceptual, contextual and methodological factors that contribute to a successful professional development programs. Conceptual factors relate to how change, teaching, and teacher development are perceived, while contextual factors refer to the role of the school leadership, organizational culture, external agencies and the extent to which site-based initiatives are supported. Methodological factors relate to processes or procedures that have been designed to support teacher professional development.

Kwakman, K. (2003) classified factors that affect professional learning (which is equivalently used professional development in this study) into three: these are personal factors (Professional attitudes, Appraisals of feasibility, Appraisals of meaningfulness and Emotional exhaustion and Loss of personal accomplishment), task factors (Pressure of work, Emotional demands, Job variety, Autonomy and Participation) and work environment factors (Management support, collegial support and Intentional learning support).

It seems that Kwakman's classification is inclusive since it consists of these major factors which are both internal and external ones. The influence of the internal and external factors on teacher's continuous professional development is inherent. Given global attention for school-based professional development for teachers, recently the influence of school leadership and school culture is noted as the major barrier or facilitator of teachers professional development practice. Experiences of effective professional development programs show that there should be supportive and committed school leadership if we want to achieve the intended reform targets. (Desimone, 2002) pronounced that district and school leaders' supports and enthusiasm for professional development play an influential role in teacher ability, willingness, and motivation to take up ideas, activities, and curricula promoted in professional development. Similarly, Klinger (2004) cited in Caspersen, J., (2015) found that teachers' professional development activities are most successful when administrative support is clearly evident, the duration is long and sustained and teachers take ownership of their own professional development activities and mentor their peers.

Personal factors such as teachers' beliefs and dispositions can also influence the success of professional development programs (Putnam & Borko, 1997) cited in Hoban, G. & Erickson, G., (2004). The prior knowledge each individual brings to the learning setting also provides a context for their involvement and is a central aspect in how individuals construct personal meaning. They go on to explain unless an individual has this need or motivation, it is all too easy to lose sight of the purpose of the professional development tasks and instead focus on daily routines.

To sum up, continuous professional development for teachers is a function of an integrated interplay of internal and external factors. To gain what is intended, all such dimensions need to be given due consideration. Moreover, all parties who are responsible for the successful achievement of educational reforms should have raised their awareness and understanding and be committed to ward the same goal.

3. Methodology

Survey research design was used to investigate the problem. Mixed research approach was used to collect quantitative and qualitative data. The sample for this study consisted of 624 government primary school teachers drawn from 50 schools in North Gondar Zone, Ethiopia. The data for the study were collected from teachers, principals, cluster supervisors and Woreda education officers. Teachers were selected using simple random sampling techniques and these respondents were made to respond for the questionnaire surveys. For interview, teachers, principals, the cluster supervisors and Woreda education officers were selected using purposive and available sampling techniques.

Both close ended and open ended questionnaire items were prepared and distributed for teachers to collect the necessary data. The instruments were made up of items covering teacher's views on their CPD needs and hindering factors. The respondents were requested to indicate in a four-point rating scale for CPD needs and five-point Likert scale for the hindering factors of CPD. Moreover, semi-structured interview items and focus group discussion guides were prepared to collect qualitative data about the raised problems. Interview items are believed to let informants to express their views and feelings freely. In addition it helps a researcher to probe respondents to get deep information which cannot be collected by questionnaire items.

To check the reliability of the items, pilot study was conducted on the selected primary schools in the study area. Based on the pilot study some items were modified. Items that were found faulty were discarded. To check the internal consistency of the items, Cronbach alpha coefficient was calculated. The computed Cronbach alpha showed that the internal consistency of items were above 0.70. Interview and focus group guides were prepared and conducted with respondents on face-to-face fashion with selected teachers, principals, cluster supervisors and woreda education officers.

The quantitative data were analysed quantitatively using statistical techniques namely percentages, mean, t-tests and One Way ANOVA. The qualitative data which were collected

by interview and focus group discussion were analysed thematically.

4. Results

Table 1: Challenges that hinder teacher' participation in CPD (%)

	Challenges	% of Strongly agree and Agree	Mean	SD	Gender	
					t-value	P
1	Less committeemen of leaders to support CPD	49.7	2.75	1.087	3.414	0.001
2	Lack of resources	49	2.75	1.139	0.682	0.596
3	Lack of budget	50.8	2.79	1.097	0.789	0.431
4	Lack of trained CPD facilitators	60.4	3.02	1.107	1.299	0.194
5	Workload	69.5	3.25	1.120	3.975	0.000
6	Shortage of time for teachers	67	3.19	1.135	2.321	0.021
7	Lack of support from colleagues	53.8	2.83	1.152	2.549	0.011
8	The contents of CPD are not relevant to me	45.5	2.59	1.160	1.727	0.085
9	Suitability of provision/ Poor delivery of CPD	55.3	2.78	1.157	4.670	0.000
10	Less committeemen/moral of teachers to their profession	48	2.61	1.132	3.855	0.000
11	CPD is not well planned and managed	52.1	2.78	1.186	3.617	0.000
12	Lack of support from stake holders	62.3	3.08	1.117	.959	0.338
13	Low level of understanding of stakeholders toward CPD	62.3	2.99	1.176	.867	0.381
14	Lack of incentives	70.7	3.23	10.55	3.538	0.000
15	Lack of knowledge of teachers toward CPD	53.8	2.76	1.187	.860	0.390

* The mean difference is significant at the 0.05 levels.

Teachers were asked to indicate the barriers that hinder them from actively participating in CPD. They were asked to rate based on 4 point Likert scale, i.e "from very high to very low". As indicated from the table, Lack of incentives (70.7%), Workload (69.5%) and shortage of time for teachers (67%) were the three most barriers perceived by teachers. Lack of support from stake holders (62.3 %) and low level of understanding of stakeholders toward CPD (62.3%) and lack of trained CPD facilitators (60.4%) were reported by of teachers as barriers next to the top three barriers.

The relevance of the content (45.5%) and less committeemen/moral of teachers to their profession (48%) were reported as least hindering factors. However, it seems that these least reported items were nearly reported by 50% of the respondents; hence, it is possible to infer that all the listed items were perceived as hindering factors for teachers participation in CPD. The finding of this study is consistent to Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G., and Rashedi, A., (2016) study which reported that lack of incentive and professional development conflicts with teacher's work schedule (which means in other words shortage of time) were the two most perceived barrier for teachers engagement in CPD in Abu Dhabi.

This result is inconsistent to the TAIS study of Germany teachers. For Germany teachers the absence of relevant professional development is the first hindering factors for teachers to participate whereas conflict with work schedule was rated second which is similar to Abu Dhabi teachers. The TALIS study also reported lack of time to attend CPD as the first major hindering factor for teachers of Greece which is similar to Ethiopian teachers.

Teachers in the developing nations are faced with various problems. There exists shortage of infrastructure, resources and uncondusive working environment for school teachers (Junaid, M., & Maka, F., 2015), especially in sub-Saharan countries. In Ethiopia the situation may be worse. According to Seyoum, 2005; Tesfaye, 2014; MOE, 2002, Ethiopian teachers are the least paid compared to others, even compared to other African countries. Moreover, they are working in schools which are suffering from shortage of infrastructures and resources. Data collected from interview and focus group discussion confirm the results obtained from questionnaire survey. The most frequently uttered words from the informants and discussants were ... "Why do we engage in CPD? It is the intention of the government to make teachers busy for nothing in the name of CPD."

Teachers also expressed their concern with regard to the burden they are expected to carry. In the last two decades a government has introduced various reform initiatives which were aimed at improving the education standard in the country. However; most of the reform initiatives were donor driven (Tekeste, 2006; Tesfaye, 2014) and often the main actors, teachers, reacted to the initiatives negatively. Indeed, there is dearth of literature that critically reviews why teachers in Ethiopia react negatively to the reform efforts and the extent of their reaction. This critical issue needs further investigation in the future.

Literature evidences show that incentives are one mechanism to motivate employees to increase their efficiency and effectiveness. This is true especially from behavioral theories perspective. That is why different organizations design their own incentive mechanisms.

For school teachers, particularly in Ethiopia, there are no good incentive mechanisms. As noted by MoE (2002), the county's education system did not have well defined policy for teachers' incentives. And the MoE declared that the New Education and training Policy Education policy designed an incentive mechanism for teachers in the country so as to motivate and retain them. Contrary to this claim, after more than two decades, teachers in Ethiopia frequently claim for incentive schemes. Their claim hinges on two major premise; the first one is the salary of teachers is too small to lead their lives. The ever increasing cost of living is not proportional to low salary of teachers. In addition to this, a regular claim is heard from teachers that the responsibility and accountability are increasing to the work of teachers. However; the increased professional responsibility is not accompanied by adequate salary. They believe that what they work inside and outside the school and the salary they are paid are incomparable compared to other professional of the same qualification.

A statement from one teacher strengthens this idea. "Teachers are stepchildren to this government. We are expected to work day and night just like...., but with a very small salary and without any incentive. I do not feel happy to identify myself as a teacher. Anyone, educated or uneducated, young or old, has very low respect and value for teachers. "

One school principal also reported the same idea:

"Teachers regularly come to school because they just have to come to get that monthly salary. They are completely dissatisfied about the amount of salary they receive and the government's rhetoric about incentive mechanisms. Sometimes I am afraid to push such kind of teachers to do different school tasks let alone motivating them."

Other principal reported his concern feeling sad:

"It is unwise to think that teachers are responsibly accomplishing their professional responsibility today. Once a teacher is employed, she/he stops thinking about the teaching profession. From the onset of their employment, teachers lose interest and motivation to work as teachers. Without exaggeration, there are teachers who want to get their salary without teaching any class. A teacher can be happy if and only if I, as a school principal, favors him by sending to workshops outside the school since such kind of workshops is usually followed by certain per diem, especially when it is organized by NGO".

Another principal from other school which is 60 km from the capital, Gondar, where University of Gondar is located stated:

"Almost half of the teachers in this school are attending university courses in non-teaching streams. They are employed as a teacher here till they complete their new field of study. Teaching their students is secondary for them and spends their time and energy for their study. They do not want to spend any time attending seminar, workshop or group discussion for their professional development unless they are forced or."

Qualitative data from the respondents reveals that currently it is hardly possible to find motivated and committed teachers in the study area. As argued by Tesfaye (2014), teacher recruitment policy of Ethiopia has its own problem. Especially, for primary school teachers, teacher candidates are recruited from a pool of low achievers after completion of grade 10 national exam. The policy framework allows those low achievers, who cannot proceed to the next grades, i.e grade 11 and 12 which are preparatory schools for higher education, to join teacher education institutes as teacher candidates. Aidan Mulkeen (2010) in the study of Anglo African countries, is congruent to the above that reported "the academic performance required to enter teacher training was quite low, and in some cases declining." The author further explained that teacher training tended to absorb the school leavers who had failed to get places in other higher education courses because of the poor perceptions of the teaching career.

Besides, due to the dire shortage of teachers resulted from expansion of school in the country, the government devised alternative teacher education programs such as summer, distance and evening programs. The contribution of such programs to produce large number of graduate teachers is significant although most of the products of such programs are criticised for poor quality teaching.

Critical to this criticism is the quality of the candidates who joined teacher education, especially in private colleges and self-sponsored learners. Those self-sponsored candidates both in the government and private institutions come from the pool of individuals who fail to compete for government sponsorship. These individuals have lower scores in the national exam and may be less competent in overall performance. This paradox again contributes for the low status of teachers at large. As a result of such policy and practice, teaching profession is considered as a "for granted" employment opportunity even for the lowest achievers as far as they can afford to pay the tuition fee for their teacher education institutions and are grade 10 complete.

As explained by Abebeyehu (2005), the expansion of student enrolment in the country led to the demand for the employment of more teachers who not only had a lower level of training, but also saw teaching as the last resort the job market could offer. This author also presumes that this kind of practice is one main reason for low status of teaching profession in the country.

This study attempted to see if gender difference significantly affects teacher's perception about the factors that affect teacher's participation in CPD. As the result from table 1 shows gender difference significantly affects teacher's perception. In the majority of the items a statistically significant difference was observed between male and female teachers. The mean score of males are greater than the mean score of females in all the listed items but significant for the majority of the items. This implies that male teachers faced challenges higher than female teachers. This might be explained by the fact that male teacher may have negative attitude more than females.

Table 2: professional development needs of teachers

	Perceived professional development needs	% Strongly agree or Agree	Mean	SD	Gender	
					t-value	Sig
1	Knowledge and understanding in your own subject area	88.7	3.57	0.846	2.550	0.01
2	Knowledge of Pedagogy	82.1	3.26	0.91	-0.960	0.33
3	Knowledge of the curriculum	84.6	3.39	0.86	-0.555	0.57
4	Student assessment practices	82.7	3.41	0.85	6.629	0.00
5	Classroom management	83.7	3.42	0.88	-4.858	0.00
6	Instructional media	83.5	3.29	0.820	-4.781	0.00
7	Teaching students with special needs	61.7	2.85	1.02	-2.270	0.02
8	Action research	75.2	3.16	0.90	-3.828	0.00
9	Professional ethics	80.6	3.40	0.90	-3.320	0.00
10	Qualification courses	82.2	3.48	0.87	-2.861	0.00

* The mean difference is significant at the 0.05 level.

Table 2 is about teachers professional development needs. Teachers were asked to rate their professional development needs using 4 point Likert scale, where 4 is for "very high" need and 1 is "very low need". For analysis purpose the scale values of "Very high" and "high need" were summed together. And finally, using the frequency of the respondents, the responses were calculated by the help of percentage.

As shown in Table the above, nearly 90 % of the respondents ranked Knowledge and understanding in subject area (88.7%) as their first professional development needs. The result also indicates that more than 80% of the respondent teachers agreed to almost all listed items to be their professional development needs. The least felt need but significant percentage were action research (75.2%) and teaching children with special needs (61.7%). From this result it can be inferred that teachers felt that all the assumed items were their professional development needs. That means, more than 60% of the respondents rated very high or high professional development need for all items. This implies that teachers have a range of professional development needs.

Compared to the TALIS (2010) study on Greece teachers, this result is different since Greece teacher's prioritized school and classroom management and instructional practice as their first and second area of developmental concern. Similarly, the finding of Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G. and Rashedi, A. (2016) reported that "new technologies in workplaces" and "teaching students with special needs were the most felt needs of teachers in Abu Dhabi. Ozdemir, S. (2013) also found out that new instructional approaches and subject field were the most felt needs of teachers in Turkish whereas the least need for professional development were "general knowledge and classroom management for Turkish teachers.

It is not surprising to observe differences between the professional development needs of teachers in Ethiopia and other countries (Europe and Middle East as stated above). There is huge difference between Ethiopia and the mentioned countries in many aspects-economies, politics, culture, technology. Undoubtedly, these macro factors can greatly affect the professional development needs of teachers.

Critical to this finding is that teachers in Ethiopia have both subject content and pedagogy deficiency (MoE, 2002; MoE 2008; Tekeste, 2006; Tesfaye, 2014). Apparently, this seems a genuine response from teachers to prioritise subject area knowledge and curriculum as their professional development need. Concerning teaching students with special needs, even though more than 60% of the respondents rated very high or high need, it seems that this low percentage may be due to teachers' lack of understanding and attitudinal problems associated with attitudinal problems of the larger society towards people with disability. The society at large and teachers too do not have positive attitude towards the education of children with disability.

Mean comparison was made between male and female teachers professional development needs using t-test. The result revealed that gender difference affects teachers professional development needs. However, there was no significant difference between male and female teachers decision of professional development needs with regard to knowledge of pedagogy ($t=-0.960$, $P>0.05$) and knowledge of curriculum ($t=-0.555$, $P>0.05$). Surprisingly, in all the differences female teachers mean score is greater than male teachers'. In other words, female teachers showed higher professional development needs than male teachers. This result can imply that male teachers perceive barriers of CPD higher than female teachers which in turn can affect their decision to professional development needs. Obviously the perception and attitude of teachers toward CPD can affect the choice and involvement of teachers in CPD. Here it can be inferred that female teacher's attitude and readiness for CPD seems better than male teachers in the Ethiopian context. Besides, male teacher may feel that they are more competent than female teacher. This might be in turn associated to the gender stereotype that favors males as competent and confident.

This study is consistent to Ong's (2004) study which found out that female teachers appeared to have higher professional development needs than male teachers. As indicated by this study female teachers expressed needs in interaction skills, skills in instructional techniques, managing Skills and Planning Skills. Another study by Badri, M., Alnuaimi, A., Mohaidat, J.,

Yang, G. and Rashedi, A. (2016) which was conducted in Abu Dhabi reported that female teachers perceived more need for ICT skills for teaching whereas male teachers perceived more need for school management and administration and teaching in a multicultural or multilingual setting. Hustler, D. et al (2003) in their large scale survey found mixed results which reveal that male teachers need more leadership and management skills and ICT provision whereas females want more skills concerned with curriculum development and subject knowledge.

Indeed ICT skill is one of the cores basic skills in the 21st century that everyone, either professionals or non-professionals wish to develop. Nevertheless, ICT skill was not included as option for teachers in this study since in Ethiopia primary school teachers do not have access for ICT. The first

reason is that ICT as a course is not given in Ethiopian primary schools. Because of this Ethiopian primary schools do not have access for computer technology. Moreover, in Ethiopia primary schools do not have infrastructures and facilities such as electricity and laboratory. As a result, the reality of the school environment context in Ethiopia does not allow primary school teachers to use modern technologies like computer or other ICT devices for to promote students learning. Because of such challenges Ethiopian primary school teachers are recommended to use locally available materials as instructional media.

Ideally, ICT skill has become mandatory for any one's personal development. Probably if teachers were asked their need for ICT skill, they would prioritise it but this skill may not have wider application for their classroom teaching.

Table 3: One-Way ANOVA for overall mean of the CPD needs and factors that hinder teachers' engagement in CPD by years of teaching experience

	Source of Variation	Sum of squares	df	Mean square	F	Sig
CPD needs of teachers	Between Groups	1.125	5	0.225	0.446	0.816
	Within Groups	311.780	618	0.504		
	Total	312.904	623			
Factors that hinder teachers engagement in CPD	Between Groups	6.856	5	1.371	3.050	0.010
	Within Groups	277.809	618	0.450		
	Total	284.664	623			

* The mean difference is significant at the 0.05 level

In this study an attempted was made to see if experiences of teachers affected the professional development needs of teachers and their perception about the hindering factors. For this purpose one way ANOVA was run. As observed from the ANOVA table 3, experience does not affect the professional development needs of teachers. That means there is no statistically significant difference ($F=0.446, P>0.05$) between different experience levels. Teachers at different experience levels have viewed the listed professional development needs almost in a similar way.

This finding is not supported by the study of Ong, Irene (2004) who reported that young teachers and teachers with the least years of teaching experience who are in the 'Career Entry Stage' and 'Entering the Adult World Phase' feel a stronger need to develop their skills further. The author further justified that less experienced teachers might not be as confident about their teaching as compared to their older colleagues who are in the other stages and phases and who may not share a similar need since they perceive themselves as very experienced and confident. Likewise Hustler, David, et al (2003) pointed out that younger teachers need more subject knowledge and pedagogical issues than older teachers whose need is ICT and management.

Apparently, the finding of this study seems in sharp contrast to Ong's finding which seems reasonably true. In principle novice and experienced teachers should not have same professional development needs. The experienced teachers by virtue of their experience can be exposed to various formal and informal learning opportunities as a result of which these teachers can be benefited to learn their teaching repertoires. Contrary to this, least experienced teachers are new for the actual teaching practice which requires complex

and dynamic knowledge and skills. There are ample literatures that criticise the inadequacy of pre-service teacher education to prepare prospective teachers for effective teaching. Hence, continuous professional development has been widely accepted to bridge this gap.

The second aim of the above table was to see the effect of teaching experience on teachers view about the hindering factors of CPD. As presented in the table the ANOVA result shows that there is significant difference ($F=3.050, P<0.05$) between different experience categories.

As the Post Hoc result shows, less experienced teachers (below 5 years teaching experience) rated all the hindering factors less than other groups of teachers. Significant difference was observed between less experienced teachers (below five years teaching experience) and teachers whose experience is between 11 to 30 years. The mean score of experienced teachers was higher than the mean score of least experienced teachers. This can be explained by the possibility that least experienced teachers may not have adequate knowledge and experience about the various challenges of CPD. (Ong 2004) summarizing different studies reported that older teachers who are in the last stages of their careers (Professional Plateau and Preparing for Retirement Phases) perceive retirement as an attractive prospect and might consider themselves as authorities on the job. Similar to this, in Ethiopia most experienced teachers achieve the last career structure in the career ladder. Hence, they may not be attracted to continuous development.

This result is not consistent with the data gathered from interview and FGD. Some school leaders expressed their concern for less commitment of least experienced teachers.

From the interview it was confirmed that compared to experienced teachers, least experienced teachers are eager for their personal growth; they dislike their profession and aspire to transfer to another profession. One school principal expressed what he felt in short sentence: "Young teachers dislike work at all. Their dream is to leave teaching and employed in other profession".

An extract from one teacher interview reflects almost the same idea:

"I do not want to stay in this profession. I do not want to lead such tiresome but poor life being teacher. It is not better than being unemployed. Can you see any difference between the lives of teachers and jobless man? No..."

This negative attitude of young teachers may come as a result of many factors. Being young, they may aspire to get employed in different better income jobs which they do not deserve. The reality is not unique for young teachers.

5. Conclusion and Implication

From the result of the study it can be concluded that teachers faced many challenges that hinder their participation in CPD. Among the given possible hindering items, more than 60% of the respondent teachers perceived all items as a barrier for their participation in CPD. Supporting this quantitative result, the qualitative data also revealed that teachers are highly dissatisfied by poor incentive mechanism and low salary. The finding also indicated that the perception and attitude of teachers toward CPD needs worth consideration. Teachers overwhelmingly attached CPD as a burden intentionally designed by the government to make them busy.

Moreover, the responses of the FGD and interview showed that CPD is not adequately supported. There seems lack of well-organized and sustained support system for CPD. The school leaders and education experts too did not have a clear understanding of CPD and how it can be effectively implemented. Therefore, it can be concluded that CPD for teachers in the study area is suffering from lack of perception and positive attitude as well as poor organizational and structural support systems.

This study also revealed that teachers have a range of professional development needs. They identified subject area knowledge and curriculum as their top needs.

Obviously, teachers should be committed and motivated for the effectiveness of CPD (Borko, 2004; Day 199; Guskey, 2000). However; in Ethiopia as well as many other countries the motivation of teachers is low (Fekede and Tynjala, P., 2015; Junaid, M. and Maka, F., 2015). In Ethiopian context, it seems that the situation of teaching profession has deteriorated from time to time. The policy promise that envisaged improving the status of teaching profession and teachers has not achieved its ambitious goal (Ababayehu, 2005). Teachers have lost interest and motivation to stay in the profession let alone actively engage in continuous learning. The teachers' perception to lack of incentives and workload as a major hindering factor for their participation in CPD implies

that teachers have no intrinsic motivation to their profession and their students learning.

Thus, teachers' response to workload and shortage of time as major hindering factors can be related to their attitudinal problems for CPD. This finding is supported by Daniel et al's (2013) study which found out that lack of knowledge and experience on the theoretical underpinnings, implementation inconsistencies and lack of incentive were, among others, major problems that hinder teachers participation in CPD in Addis Ababa, Ethiopia.

Another study by Fekede and P Tynjala, P. (2015) also reported that salary and reward were the biggest motivational challenge for teaching and participation in professional development in Ethiopia. In Ethiopia teachers are paid low salary which cannot fulfill their basic needs (Fekede and Tynjala, 2015; Seyoum 2005; Tesfaye 2013). As Seyoum (2005) noted teaching profession has lost its prestigious status after the imperial regime. The issues of salary and incentives for teachers has been recognized by the government and been the concern of the government's official documents including the new education and training policy. The policy document clearly highlights that better salary and incentive mechanisms would be designed for teachers. However; practically teachers' dissatisfaction and voice have been reiterated formally and informally everywhere today. Recently, while this study was conducted, it is common to hear and see in different areas of the country demonstration by teachers who demanded for better salary and incentives.

Although contextual factors such as school leadership, support from experts outside of the school and others are essential (Kwakman, 2003), individual teachers commitment and motivation are prerequisite for the effectiveness of CPD initiatives. Unfortunately, as revealed by this study, the reality in Ethiopia is different. The missing gap should be given critical attention by the government in order to improve the motivation and commitment of teachers by translating its policy promise into practice. Without rectifying this issue, anticipating better learning outcomes from our schools can never be a reality.

The new approach to CPD relies on teachers' commitment and motivation to engage actively in CPD. Teachers are expected to critically identify their developmental needs and plan to address their need through their individual effort and working collaboratively in groups (MoE, 2008). The role of good school leadership and other stakeholders support is also crucial for effective professional development practices.

Needless to say, without motivated and responsible teachers, the ambitious goals of the reforms cannot be a reality. This situation needs due attention and meaningful discussion among the practitioners and the government bodies. The teacher development program needs critical re-examination among various stakeholders. Especial emphasis should be given to teachers' salary and incentive mechanisms such as housing service, promoting the teaching profession at large through mass media and political and scholarly discourses and strengthening the "Ethiopian Teachers Association" which has been the victim of politics for the last four decades.

Furthermore, the working condition of teachers should be conducive. Teachers should entertain professional freedom, i.e

they should be free from politics. They should rather be encouraged to be education cadre, not political cadre.

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