

The Effects of Needs- Based Continuous Professional Development Practice on Teachers' Perception of CPD: Primary Schools English Language Teachers in Focus

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Abstract: This study was an attempt to examine the effects of needs- based Continuous Professional Development (CPD) practices on English language teachers' perceptions. More specifically, the study addressed the following research questions: (1) What CPD activities do ELT teachers need to practice currently? (2) Is there a significant change in EFL teachers' perceptions following in an intervention design to increase their perceptions about CPD practices? This research work was mainly experimental in design. The purpose of the experiment was to examine the effects of needs- based CPD practices on English language teachers' perceptions. Pre-test and post-test measures were analyzed using a t-test statistical procedure. In addition, questionnaire, interviews, and FGDs were employed in order to obtain data required for the study. The data gathered through different instruments were subjected to both quantitative and qualitative analysis. The study involved five primary schools in Arba Minch. Fifty-two, randomly selected teachers were filled the pre-test and post-test questionnaire. Moreover, 10 teachers from each primary school were randomly selected for interview. Besides, 12 teachers from each primary school were involved in the FGDs in order to gather the necessary data for this study. Different sources were referred for the preparation of the training materials. The effects of need-based CPD practices on teachers' perception were examined through the pre-test and the post-test. The results of the pre-test showed that there was no significant difference in the teachers' perception before and after the experiment. The results of the post-test showed that there was a significant difference before and after the experiment in teachers' perception ($P < 0.05$). On the basis of the findings of the study, it was concluded that need-based CPD practice could have a great value in improving perception. Based on this, conclusions and recommendations were made.

Keywords: Need- based Continuous Professional Development Perception Professionalism

I. INTRODUCTION

The purpose of this study is to examine the effects of needs- based Continuous Professional Development (CPD) practices on English language teachers' perceptions. The study focuses on primary schools in Arba Minch town administration, Southern Nations, Nationalities, and Peoples' Region (SNNPR).

In the present age when the world is becoming global village, the English language appears to be suitable for international communication and it has become the universal language on the internet. In Ethiopia, English has become a second language for a great number of people. Hence, many people in Ethiopia need to learn English and transact their day-to-day activities in English. It can be argued from what has been stated above that Ethiopian people should at least know good English in order to be successful in their lives.

English language has been serving as a vital link between countries and the outside world by facilitating their economic, technological, educational, and cultural exchanges with other parts of the world (Wu, 2001). To sustain these countries' increasing presence in international affairs and growing importance in the global economy, there has been a clear need to raise the national level of English proficiency [1]. The upgrading of national English proficiency, then, is predicated largely on the professional competence of the teaching force (Hu, 2001) [2]. Thus, in order to remain competitive and productive in today's knowledge based world, ELT teachers are constantly required to update their knowledge and develop their teaching skills and professional attitudes (Harris & Jones, 2010) [3].

On top of that the English language also plays a significant role in the country's educational system [4]. Especially, at the primary level, English is a key to all subjects [5]. Because, English language is been given as a subject and used as a medium of instruction [6]. Therefore, the quality of ELT teachers has been a point of great concern in many countries. Specially, in countries like Ethiopia where English is given as a subject and medium of instruction, improving ELT teachers' quality has received more attention and support than other subject areas (Eba, 2013; Belilew & Haile Mariam, 2017).

However, major problems such as low quality of English teachers and their low interest of engaging in professional development practices were identified in relation to the teaching-learning processes of the English language [7]. Several international studies revealed that the quality of ELT teachers' particularly in the primary school level, is poor and does not fit with the minimum standards of their nations (Gusky, 2000; Mann, 2005; & Mohammadi, 2012). These scholars also argue that teachers' poor quality has been resulted on the students' academic performance [8].

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The above studies similarly show that the qualities of ELT teachers in Gulf countries face challenge of shaping their teaching practice according to the national standards of ELT [9]. The researchers added that the English teaching profession in these countries is characterized by inadequate and ineffective pre-service education, poor teacher quality, low self-efficacy belief, and lack of professional development support. Batool and Qureshi (2007) also argue that quality of ELT teachers at primary level in some Northern, Central, and East African countries does not meet the international standards and victim of downfall day- by-day [10]. They argue that the quality of ELT teachers is very low and the product of higher education system of these countries cannot compete internationally [11].

In Ethiopian ELT teachers' context, studies (for example, MoE, 2007; and 2008; Eba, 2013; Desta, Chalchisa, and Lemma, 2013) showed that ELT teachers have been facing problems of quality in teaching English [12]. The studies also report that primary school English language teachers were not effectively undertaking professional development activities. According to Eba (2013), ELT teachers play irreplaceable role to the quality of education in general and English language education in particular [13]. This is due to the fact that English is taught as a subject and used as medium of instruction in Ethiopia [14]. However, (Eba, 2013) asserts that Ethiopian ELT teachers have big gaps in subject matter knowledge, methodological skills, and their self-efficacy [15]. Almaz Bein (1989) and Sara Oqbay (1989) also indicate that English is not adequately taught in Ethiopian elementary schools. Besides, other studies by Sisay Assefie, (1999), and Berhanu Haile, (1999) have proved that the quality of English language instruction suffers mainly from lack of qualified English language teachers [16].

Due to the above facts, improving ELT teachers' quality is found to be a key for quality of education [17]. Therefore, in every world of education, teachers' CPD program has received due attention [18]. On the other hand, it is widely believed that CPD positively affect the teachers' self-efficacy beliefs [19]. In this regard, a review of the current literature shows that teachers with high self-efficacy establish correct norms for themselves, endure while confronting educational barriers and have a stronger competence to improve student learning [20]. At present, the Ministry of Education in Ethiopia has realized that recent developments in the English language teaching demand that teachers who were qualified some years ago be given CPD trainings [21]. As a result, the government has done its best in the last few years to raise the teachers' professional skills, by organizing CPD practices to update the teachers' knowledge of the English language and their teaching methodology [22].

The term continuing professional development encompasses the ongoing and processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve their qualities [23]. Teachers' continuing professional development comprises a lasting professional development process which is very critical in the overall requirement for competent, professional, and qualified teachers in a dynamic society [24]. Therefore, continuing professional development is conceptualized as a process for development of proficiencies for meeting changing demands of the

profession by common exposure to professional update plans [25].

Professional development of English language teachers has always been an important issue due to the fact that the field of language teaching is subject to a rapid change which inevitably affects the way teachers teach (Richards & Farrell, 2005). For teachers to keep up with these changes and vary their teaching methods, they need to update their knowledge and skills in language teaching. Therefore, they need CPD opportunities [26].

However, it is a well-known fact that traditional professional development activities often provide insufficient opportunities for teacher learning (Atay, 2007 and Fiszer, 2004). They termed the traditional CPD practice as “prepackaged professional development” with a “quick-fix” mentality seems to be of limited value for teachers who experience issues with their classroom practices [27]. Therefore, that traditional CPD is in need of special solutions relating to their own teaching context [28]. CPD activities which regard teachers as “consumers of knowledge” have several drawbacks (Borg, 2015). When teachers are offered a professional development opportunity that is conveyed by means of top-down teacher training strategies, the result is lack of ownership of the program [29]. Because as teachers rightly question their investment in programs that were built behind their backs yet are aimed at changing the way they do things (Diaz-Maggioli, 2004).

In the Ethiopian context, (Eba, 2013; and Belilew & Haile Mariam, 2017) suggest that ELT teachers' professional growth is the most significant one which necessitates the change in the existing teacher knowledge, skill and attitude [30]. They concluded that the CPD agenda for English language teachers in Ethiopia is not only the issue of necessity but a mandatory one. In another study, Alibakhsh and Dehvari (2015) investigated the perceptions of EFL teachers of CPD and recognized their major professional development strategies [31]. According to their results the teachers perceived CPD to necessitate skills development, continuous learning, keeping up to date, learning for interest, and professional revitalization [32].

In contrast, local studies for example (Zeyneba, 2014, and Sintayehu, 2016) commonly revealed teachers did not engage in CPD due to their low perceptions of CPD, and lack of commitment of mentors to support them [33]. In addition to this, studies revealed that lack of interest, having dissatisfaction in their job, unattractive salary, lack of knowledge and skills in doing action research and misperceptions of the concept of CPD and how to do it were the major obstacles of professional development activities [34]. Moreover, teachers' misperceptions of CPD, the top-to-down approach of CPD and one model that attempt to fit every teacher engaged CPD are largely contributed for the poor practice of CPD. Besides, the mismatch between the old CPD activities and the teachers' needs and preference has become another serious problem for CPD implementations [35].

In the context of Ethiopian ELT teachers, the CPD activities are characterized, as top-down, externally derived, one approach that fits all, and ignoring the needs of teachers [36]. However, there is absence of studies that attempted to assess the

practical needs of ELT teachers [37].

To this end, this study tries to assess the ELT teachers' CPD needs they prefer to practice [38]. Due to this the above gaps the current study aimed on examining the effects of need-based CPD on ELT teachers' perceptions in primary schools of Arba Minch town administration, Ethiopia [39]. In this study, therefore, an attempt has been made to investigate whether or not need-based continuous professional development practices change EFL teachers' perceptions about CPD practices. Thus, the following null and alternative hypotheses have been formulated:

H1: There is significant change in EFL teachers' perceptions following in an intervention design to increase their perceptions about CPD practices.

H0: There is no significant change in EFL teachers' perceptions following in an intervention design to increase their perceptions about CPD practices [40].

1.1. Objectives of the Study

The aim of this study is to examine the effects of needs-based Continuous Professional Development practice on English language teachers' perceptions in primary schools of Arba Minch town administration. The study attempts to address the following specific objectives accordingly [41].

1. To assess ELT teachers' CPD needs they prefer to practice in their schools.
2. To examine the effects of needs-based Continuous Professional Development practices on English language teachers' perceptions.

1.2. Research Questions

1. What CPD activities do ELT teachers need to practice currently?
2. Is there a significant effect in EFL teachers' perceptions following in an intervention design to increase their perceptions about CPD practices?

II. REVIEW OF RELATED LITERATURE

2.1 The Quality of English Language Teaching in Ethiopia

The teaching of English began with the beginning of formal education in Ethiopia by 1908. Since then, it has experienced various curricular and methodological changes and developments [42]. Teachers of the first three or four decades were entirely expatriates from India, the UK, and the USA until locally trained Ethiopians substituted them. Different writers (e.g. Alemu, 2004) indicate that with this shift, the teaching of English began to suffer from the lack of quality [43]. There might of course be different contributing factors for the deterioration of language quality of which English language teacher's capacity plays a very critical role [44].

It is clear that English language learning in Ethiopia is entirely limited to the classrooms. There are few opportunities for students to practice the language outside the classroom context [45]. Business centers, hospitals, courts, government institutions all use either the local or national language for day-to-day activities and office work [46]. Hence, the teacher is found to be the sole source of knowledge and skill for the students [47]. To put it in other words, Ethiopian students learn English in contexts where a) English is not a language of daily life, and b) English

language teacher is the sole source of English, be it bad or good English. Students speak the English spoken by the teacher and write the same [48]. In most cases, they use the same vocabulary as the teacher. Hence, Ethiopian students suffer from two major challenges. Firstly, the English language teachers who are very poor in the language and who use local languages dominantly in English language classrooms teach them, and secondly they do not have conducive environment to use the language in real contexts [49].

Ethiopian ELT teachers live in situations where they have to decide on different issues of English language instruction and instructional processes [50]. They have double responsibilities in the classrooms [51]. The first one is implementing the English curricula and the second one is filling the gap created because of the lack of practical exposures [52]. These decisions however require them possess the necessary knowledge, skill and attitudes. Without having these important elements in the highest amount and quality, they will not be effective in helping the students learn [53]. Thus, professional development agenda for English language teachers in Ethiopia is not only the issue of necessity but a mandatory one [54].

For most of these teachers, teaching English is imparting knowledge. This shows us that, in spite of curricular and methodological changes, most teachers still are mechanists and think mechanically [55]. English language teachers are still thinking and acting traditionally in the 21st century where the active learning approach has taken over the traditional systems of teaching [56]. In most teaching environments even today though the degree varies, the banking model of education is dominant. It is not only what teachers think about teaching but also the languages of instruction used at all levels, except in a few cases, have become the local languages than English in the English language teaching classrooms [57]. Where English is used, even the English used is the 'localized' English. According to (Eba, 2013), the localized English mean the English which has been assimilated to the local languages in accent, pronunciation, intonation and stress and found to be very different and very difficult in understanding in most cases [58]. This English cannot serve them beyond the country's boundary. Hence, improvement in the professional competence of English language teachers becomes a critical issue in Ethiopia [59].

2.2 The Present English Language Teacher

The present globalized world requires graduates who can identify and solve problems and make significant contributions to the society. What should the 21st century English language teachers be like then? What kinds of knowledge, skills and attitudes should they have? What kinds of professional ethics, professional values and professional responsibilities should they have? Today's teachers require the 21st century skills like critical thinking and problem solving, communication skills, collaboration and creativity and innovation skills. Moreover, today's globalized world requires teachers to be flexible and adaptable to changes as well [60].

It is very clear that knowledge is dynamic and the educational goals of this century are completely different from the goals of elitist education goals. The 21st century English language teachers therefore have the responsibility of preparing English language learners, who would communicate in the language confidently, for the globalized world.

They have the responsibility of preparing students who can understand the world, the dynamism of knowledge and change. The dynamism in the nature of knowledge requires one to cope up with the existing changes. Therefore, the 21st century teachers should be highly competent, i.e. they have to be knowledgeable, skilled and attitudinally shaped in line with knowledge which the globalized world requires. It is therefore argued that this is the critical time when we have to rethink of who the English language teachers are in Ethiopia, what knowledge they have, what skills they have, and what attitude they have.

2.3 The Need for Professional Development

As it is pointed above, the 21st century teachers need critical skills to properly contribute in the globalized world. Therefore, the 21st century professional development should (a) illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking and other 21st century skills and (b) enable the 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes the 21st century skills for students.

In line with the knowledge demand of this century, the Ethiopian government has introduced some reform actions in the teacher education systems of the country since 1994. These reform actions were made to address the previous problems (inaccessibility, inequity, irrelevance, and poor quality) of the education system. The pre-service teacher education has been redesigned with the very objective of developing trainees' skills, using appropriate methods for subject content and understanding the context of language teaching.

There have also been attempts from the government to initiate some programs like CPD, ELIP and Induction programs in response to the findings of the study conducted by the Ministry of Education (2002) to improve the quality of teachers. But these programs were generic and could not address the specific needs of English language teachers (Eba, 2011). Moreover, Eba (2011) indicated that the programs in place were not need-based and they lacked sustainability. This necessitates the designing of professional development programs specifically for English language teachers.

As it is indicated before, all the changes which are taking place and the prevailing problems in teacher education systems sought for quality teacher training. This is because, in today's dynamic developments in education as a whole and teacher education. Guskey (2000) also indicates that teachers should keep abreast with the rapidly changing knowledge basis in education, and that they need to transform their roles in modern educational reforms. Therefore, such inevitable changes necessitate teacher development.

Bolam, (1993) states that any activities engaged in by teachers which enhance their knowledge and skills and

enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process is professional development. From this definition, we can see that professional development refers to 1) any activities engaged in by teachers, 2) activities which are planned to enhance teachers' knowledge, skill, attitude and practices, and 3) activities whose goal is the improvement of the education of children.

The professional development of English language teachers is a critical issue in Ethiopia. This is because an earthshaking and highly qualified curricula or methodology cannot be realized without the efficiency of the teachers in the area. For example, Hargreaves (1989) notes that “change in the curriculum is not effected without some concomitant change in the teacher.” This is because it is the teacher who is responsible for delivering the curriculum at the classroom level. This is why professional development is currently given unprecedented emphasis in the education of teachers. Professional growth is needed for influence! It is needed to make a difference! And therefore the Ethiopian English language teachers have to grow! Growth here is referred to the progress in the professional knowledge, skill and attitude through the engagement of teachers in professional development activities. It is fundamental aspect of a life process.

2.4 Effective Professional Development

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe experience and try out new teaching methods.

Teachers could be affective on CPD program when they are committed themselves for general development of teaching-learning process. On one hand, it is an easy task to achieve the success if, and only if, all the school community focused, organized and dedicated on CPD activities. There are no less relevant activities in CPD because every activity has value to contribute its own benefit to the general program. But, the activities need to be prioritized according to their immediate classroom problems. On the other hand, the program becomes ineffective when the awareness and purpose of CPD is not conceived by the school community and if there is also insufficient motivation as well as lack of leadership to run and coordinate school based CPD in their respective school.

An effective continuous professional development program as one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community. Moreover, it reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies.

And also, it uses of technologies, and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools.

MOE (2009) listed the following characteristics of effective CPD: broad definition that aims at improving teacher's performance in the classroom, class practice based, Subject content and teaching strategies centered, clear procedures for identifying and aligning training needs, excellent use of classroom practitioners, importance of an informal system within institutions and locally available Resources is recognized, processes which are being learned are modeled, linking programs to school settings and school wide efforts is conducted, participation of teachers as helpers, facilitators and planners, emphasis on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback

A review of the international literature base reveals excess of research that focused on the examination of the features of some of the best practices in relation to teachers' professional development. Desimone (2009) for example points out the fact that there is a growing consensus on the features of professional development that are believed to result in the changes in teacher knowledge and practice and possibly students' achievement.

2.5. Features of Effective Professional Development

2.5.1. Focus in Subject-matter

There is a widespread agreement among scholars for teachers' professional development to be largely viewed as knowledge and skills development (Desimone, 2002; Garet, 2001; Timperley, 2007). The literature reviewed exhibits a strong advocacy for teachers' professional development to be understood as opportunities for teach (Fishman, 2003). Professional development for teachers needs to give them the opportunities to learn from their own practice by way of self-reflection in addition to preparing them for their new roles and responsibility (Garrett and Bowles, 1997). Fishman (2003) further add that teachers' professional development needs to focus on the enhancement of their professional knowledge, beliefs and attitudes so that they will be able to improve their student learning. This reinforces Hargreaves and Goodson (1996) earlier statement that professional learning for teachers will enrich their knowledge base, improve their teaching practice, and enhance their self-efficacy and commitment to quality service.

In general, the subject-matter focus of any teachers' professional development falls into two categories. Fishman et al. (2003) explain that the first category of content focus refers to the knowledge related to general teaching work such as assessments, classrooms organization and management and teaching strategies while the second category refers to the subject content itself. Assessment is a major component of all the core studies covered in BES as through their assessment skills teachers are able to judge the impact of their changed practice on student teaching (Timperley et al., 2007). The authors explain teachers' sound assessment skills make it possible for them to make ongoing adjustment to their teaching practice so that it can be more effective.

Consequently, subject-matter has become the most significant component of any form of teachers' professional development program. Borko (2004) argues that having a strong emphasis on knowledge content is critical to the success of any professional development experienced by teachers. This is because participation in professional development programs is believed to allow teachers the opportunities to renew their knowledge base while at the same time introducing new knowledge and skills into their repertoire to continuously improve their conceptual and teaching practice (Borko, 2004; Grundy & Robison, 2004). Furthermore, Borko (2004) argue that it is important for teachers to have "rich and flexible knowledge for the subject" to foster their conceptual understanding.

Practical to the current study, from the above review of literature, we can easily understand that developing teachers' subject-matter knowledge and skills is one of the most significant component of any form of teachers' professional development practices in Ethiopia.

From the review we can also understand that the current CPD practices should emphasize in promoting English language teachers' subject-matter knowledge particularly. In contrast to the above arguments, the results of the need assessment in the current study revealed that the current CPD did not focus in developing English language teachers' subject-matter knowledge. Due to this fact, the current study attempted to assess the teachers' needs and made an experiment based on their CPD needs. The results of the experiment are discussed in the fourth chapter of the study.

2.5.2. Active Learning

Numerous researches conducted to study the forms of high quality teachers' professional development conclude that reform-type professional development is more effective in changing teaching practice (Hawley & Valli, 1999; Helmer et al., 2011). The traditional form of teachers' professional development is criticized for not being conducive enough to foster meaningful changes to their teaching practice.

This happens as the activities designed do not provide teachers with ample opportunities to engage in active learning which is believed to be a crucial factor in sustaining the changes made to their teaching practice (Fullan & Mascal, 2000). This assertion is supported by several other authors' suggestion that professional development for teachers need to provide them the opportunities to become active learners.

Guskey (2000) argues that professional development for teachers needs to provide them the opportunity to get regular feedbacks on the changes made to their teaching practice. This approach is believed to be able to change teaching practice compared to professional development programs conducted in the forms of large group presentations, training programs, workshops and seminars.

2.5.3. Collective Participation

Reform-type professional development for teachers is also believed to be more effective than the traditional model as it focuses on collective participation.

Collective participation refers to the participation of teachers from the same department, subject or grade in the same professional development program. Birman et al. (2000) assert that collective participation in professional development is more likely to afford opportunities for active learning and are more likely to be coherent with the teachers' other experiences. Moreover, teachers' professional development that involves collective participation, especially for teachers in the same school is believed to be able to sustain the changes made to their teaching practice. This is because they are more likely to have more opportunity to discuss the concepts, skills and problems arise during their professional development experiences.

In other words, collective participation in teachers' professional development programs also stimulated collaboration among the teachers. Hargreaves (1995) for example discusses the use of collaboration as one of the ways for teachers to improve their teaching practice. One of the advantages of collaboration is that it increases the capacity for reflection which is argued to be a critical point to teachers' professional learning experience. Collective participation in professional development also gives teachers more opportunities to learn from each other's practice. Kwakman (2003) says that feedback, new information or ideas do not only spring from individual learning, but to a large extent also from dialogue and interaction with other people. Consequently, collaboration that exists in school provides teacher with moral support as it allows teachers the opportunities to work with their colleagues instead of having to handle the frustration and failure alone.

2.5.4. Duration

Professional development activities that are designed based on the reform type are believed to be more effective compared to the activities of the more traditional approaches because of its longer duration. Duration refers to the contact hour spent in a particular professional development activity and also the time span or period of time over which the activity was spread (Garet et al., 2001). Similarly, Birman et al. (2000) argued that “the activities of longer duration have more subject-area content focus, more opportunities for active learning, and more coherence with teachers' other experiences than do shorter activities”. This is further reinforced by Garet et al. (2001) assertion that longer professional development activities also more likely to provide opportunities for in-depth discussion of the content, student conception and misconception and also pedagogical strategies to take place among its participants. The authors also suggest that activities that extend over time are more likely to allow teachers more time to try out new practices in the classroom and obtain feedback on their teaching.

2.5.5. Coherence

Finally, reform type professional development is believed to incorporate the element of coherence in its design. The literature highlighted three dimensions of coherence in teachers' professional development:

- 1) The alignment between the professional development activity and teacher's goals for professional development,
- 2) The alignment between the professional development activity with the state or district standards and curriculum frameworks and with state and district assessments, and

- 3) The ongoing professional communication with other teachers who are also trying to change their practice.

This reinforces Day's (1999) earlier assertion for the personal and institutional professional development approaches to be harmonized to exploit the opportunities for change and development in schools. In addition, Duffy (1996) also asserts that teachers need to construct their own knowledge by anchoring new information obtained to pre-existing knowledge. This assertion supports Borko and Putnam (1996) earlier statement that the active learning process as emphasized by the constructivist approach is “heavily influenced by an individual's existing knowledge and beliefs and is situated in particular contexts”. Similarly, Kwakman (2003) believes that professional development for teachers needs to allow teachers the opportunities not only to construct their own knowledge but also to direct their own learning.

Despite the suggestions for teachers' professional development to encapsulate the features of high quality professional development, Wayne, Yoon, Zhu, Cronen and Garet (2008) argue that this consensus “lacks sufficient specificity to guide practice”. These authors also raise some issues related to the practicality of some of the elements of teachers' professional development best practices. They in particular highlight the issue of the cost to provide teachers with more professional development as opposed to having the ‘one shot’ workshop. Wayne et al. (2008) argue that it is more expensive to provide teachers with professional development that is catered to their personal needs. In addition, the suggestion for teachers' professional development to extent over a longer period of time is believed to result to teachers leaving their classroom more often and hence causing more disruption to the students' learning (Wayne et al., 2008).

The common features of effective teachers' professional development as highlighted in the work of several key authors discussed earlier will be used to investigate the participants' responses in relation to the factors that influenced their perceptions of effective professional development. On the other hand, Villegas (2003) gives characteristics of effective professional development as follows:

- Programs conducted in school settings and linked to subject-matter.
- Teacher need should be prioritized.
- Emphasis on self-instruction with differentiated training opportunities
- Teachers in active roles, choosing goals, activities for themselves
- Emphasis on demonstration, supervised trials and feedback
- Training that is concrete and ongoing.
- Ongoing assistance and support available on request

2.6. The effects of Needs-based CPD on ELT Teachers' Perceptions

Teachers' perceptions and practices are important for understanding and improving quality improvement.

Jiang (2017) argued that teachers' perceptions are generally considered to have a powerful impact on teachers' cognition and practice. Kagan (1992) on the other hand stated that teachers' perceptions include a variety of different aspects about English as a subject and its teaching and learning, as well as the perceived professional growth, the satisfaction of the participating teachers, and the teachers' opinions, values, etc. The way in which teachers come to perceive themselves as teachers and develop explanations for their own classroom practices tends to be filtered through their perceptions (Johnson, 1999).

The above paragraph clearly shows that teachers' perceptions about CPD can be reflected in their everyday teaching practice and affect their decision-making in the classroom. The above argument also shows that teachers' perceptions closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Therefore, it is necessary to the effects of needs-based Continuous Professional Development practice on English language teachers' perceptions.

Teachers' professional knowledge and actual practices may differ not only among countries but also among teachers within a country. To gain an understanding of the prevalence of certain perceptions it is therefore important to examine how they relate to the characteristics of teachers and classrooms. From the perspective of education policy, however, it is even more relevant to look at the impact on teachers' perceptions of professional background factors such as type of training, professional development, and subject taught. It is important to note that any of these relationships can have different causal interpretations.

In addition, Devine (2013) noted that teachers hold a set of perceptions about professional practices. According to him the practices include information, attitudes, values, expectations, theories and assumptions about teaching and learning. Devine further added that these perceptions play a major role in their decision making and practices. Studies on teachers' perceptions also have shown that perceptions influence teachers' teaching practices and provide a rationale for what teachers do in the classroom (Borg, 2003, J. C. Richards, 1998 & Roehl, 2007).

In other words, teachers' practices or actions are often a reflection of what they know and perceive. Their knowledge and thinking skills enable them to identify the underlying framework of their classroom actions. Their knowledge of teaching is constructed through experiences in multiple social contexts, such as learning experience in classrooms and schools, participation in professional teacher education programs, and discussion in the communities of practice in which teachers work (Johnson & Freeman, 2001).

Teachers' perceptions are closely associated with their personal and professional experiences in the past which are from different sources: learning experiences, prior teaching experiences and professional development for example. These perceptions systems are relatively stable sources of reference and built up gradually over time (J. C. Richards, 1998).

Most of what teachers learn about the practices of teaching is learnt in professional teacher education programs (Johnson & Freeman, 2001). Kim's study (2011) reported that participating in any training such as workshops and

teacher-training programs has a strong impact on teachers' perceptions. Their experience in attending such professional courses helps teachers figure out the reasoning behind the methods and techniques used in the classroom. Professional courses are also useful for reference and justification of the inclusion and exclusion of classroom activities. However, teachers' knowledge obtained from professional programs can make sense only when it is contextualized by accommodating demands that are specific to the situations they teach in. Teachers' knowledge is not simply a collection of accumulated knowledge, but it is a reflection of what they learn through their learning and teaching experiences.

On the other hand, Fives (2009) described the three sources change teachers' perceptions which are influences on their practices. Fives described these functions of teachers' perceptions, namely: as a filter for interpretation, a frame for defining problems and a guide for action. According to him, first, perceptions filter information and experience. For humans perceptions, influence perception and interpretation of information and experience. This function of belief perceptions as an implicit filter of information, particularly when individuals perceive the perceptions as a device since individual understands of reality is always seen through a lens of existing beliefs. This role of perceptions is particularly relevant in the educational context. That is, if perceptions influence how individuals interpret new information and experiences, practicing teachers' perceptions shape what and how they learn about teaching. The second function of perception is to frame situations and problems. In this case, perceptions are used to define a problem or task. In the classroom context, when teachers extract information from their environment, perceptions continue to play a role in how they conceptualize the problem at hand. Finally, perceptions guide intention and action. When teachers are able to identify the problem, their perceptions help guide action. The above explanation shows that perceptions can influence the teachers' practices, and the guiding function of perceptions that move teachers to do action. In general, one can understand that teachers' perceptions are thought to have a profound influence on their classroom practices. An understanding of this relationship is important for the improvement of teachers' professional development.

Language teachers' perceptions and understandings of teaching as well as learning play an important role in their classroom practices and in their professional growth. As Harste and Burke (1977) postulated, teachers make decisions about classroom instruction in light of theoretical perceptions they hold about teaching and learning. Teachers' perceptions influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in. Accordingly, examining teachers' perceptions are significant endeavor as teachers' perceptions impact their practices of their quality improvement practices, thereby, impacting student learning and, thus has educational implications.

The field of English Language Teaching (ELT) is subject to rapid changes. Professional development can contribute to the effectiveness of ELT teachers by providing continuous individual and collective improvement that is necessary to adequately address the heightened expectations for improving student learning outcomes (Elmore, 2002 &Fullan, 2007). The ideas of Teachers Professional Development emphasize that teachers are individuals with marvelous potential and sustainable development; it requires teachers to become learners, researchers, and cooperators; it prompts teachers to reflect on their teaching practices more rationally, improve professional standards, manifest sustainable professional quality, and realize professional ideal (Jiang, 2017).

Knapp (2003) points out that professional development is a critical link to improve teaching. Therefore, teachers need regular opportunities to update their professional knowledge and skills. The complex organizational nature of educational centers, accompanied by evolving pedagogies, requires multiple professional development strategies to effectively address needs, respond to emerging trends in teaching and learning and facilitate improvements. There is, thus, a constant need, in dealing with teachers’ professional development, to study, experiment, discuss and reflected on teachers’ perceptions of professional development, the educational needs of their student populations, and learning opportunities that are open to them. Hence, teachers should continue their learning while they are working (Mann, 2005). However, recent studies have explored the perceptions of ELT teachers about CPD have been largely ignored (Veisson, &Salite, 2015).

Participation in CPD is believed to have some impact on the teachers’ ability to acquire and critically develop the knowledge, skills, and emotional intelligence essential for good professional thinking, planning, and practice with their students and colleagues through every phase of their teaching profession (Day, 1999). Due to the role of English as a global language, examining CPD and teachers’ perceptions about quality improvement seems to be an essential issue. Providing adequate professional development programs depend on insights into the awareness and beliefs of ELT teachers. These are critical due to their impact on teachers’ sustainable behavior. The sustainability of professional development for teachers has become one of the key priorities in the field of teaching. Obviously, an analysis of sustainable effects is crucial too (Hewson, 1996). Hargreaves and Fink (2003) stated, sustainable improvement requires investment in building long term capacity for improvement, such as the development of teachers’ skills, which will stay with them forever, long after the project money has gone. The use of the term sustainability in professional development for English teachers refers to the capacity to achieve durability in effective teaching practice. The primary consideration of sustainability is from the perspective of achieving shifts in knowledge, skills, and attitudes that contribute to lasting change in quality teaching and learning practices.

Like other countries, English teachers in Ethiopia are provided with opportunities for professional development in different forms. However, they have been far from satisfactory when it comes to opportunities to take part in

extended and collaborative professional development. Furthermore, ELT teachers in Ethiopia do not participate in well-designed professional development programs. The English teaching profession in Ethiopia is characterized by inadequate and ineffective pre-service education, poor teacher preparation, and lack of professional development support (Desalegn, 2009; Eba, 2013; Koye, 2015). However, the review of teacher professional development literature shows that there is some concern and movement towards improving the quality of teaching by engaging teachers in professional development activities (Kennedy, 2005).

From the above review of literature, we can understand that there is link in perceptions, and practices of CPD for quality improvement. It also reveals teachers’ perceptions may influence their practices. This shows that teachers’ practices of CPD depend on their perceptions. To sum up, as the part of current world’s professionals, Ethiopian ELT teachers need to improve our quality as teachers. It is obvious that this 21st century requires qualified ELT teachers who best fit both the present and the future demand of their countries’ national standards. Here, as stated above, ELT teachers’ engagement in CPD activities widely believed that it may improve their quality. However, this may depend on their perceptions about the practice of quality improvement through needs-based CPD. There for, this study attempts on examining the effects of needs- based Continuous Professional Development practice on English language teachers’ perceptions.

Particular to the English language education, the above review of literature discloses that there are many problems which related with both the teachers and the learners. In the countries like Ethiopia where English is used as both subject and medium of instruction, the quality of English Language Education has been declining time -to-time. Moreover, this review reveals that English language teachers have been suffering with poor English language competencies as well as low self-efficacy beliefs.

On the other hand, students who have been joining Ethiopian Universities cannot write a meaningful sentence. To this end, countries including Ethiopia turned their faces towards the continuous professional development practices. Countries believed that CPD is the most important practice through which teachers can improve their knowledge, skills, and attitudes. There by improve the learners’ achievement. However, the traditional professional development activities often provide insufficient opportunities for teacher learning. The CPD activates were not needs based, like prepackaged professional development practice, regard teachers as consumers of knowledge, and conveyed by means of top-down teacher training strategies. This resulted in ELT teachers’ low perception towards the existing CPD. Due to the above facts presented in the review of related literature; this study attempts to examine the effects of needs-based continuing professional development practice on ELT teachers’ perception.

III. RESEARCH DESIGN AND METHODOLOGY

The purpose of this study, as introduced in chapter one, was to examine whether or not need-based CPD practices have effects on EFL teachers' perception about CPD. The study is mainly experimental since it tries to find out the effect of need-based CPD on EFL teachers' perception about CPD. It also investigates EFL teachers' CPD needs which they wanted to practice currently. To this effect, it calls for a mixed method approach.

3.1 Research Design

An experimental, (one-group pretest-posttest) research design was employed in the current study. One-group pretest-posttest design is one of the most frequently used experimental research designs in which a single group of research participants or subjects is pretested. Then, some treatment or independent variable manipulation and post tested. Particular to this study, this design was the most preferable design to achieve the second and third specific objectives of the study. At this point, Johnson and Christensen (2004) stated that an experimental (one-group pretest-posttest) design is the best fitting design to administer a treatment and to compare if the difference between pre-test and post-test is significant in the same group. To this end, an experimental (one-group pretest-posttest) design was employed to examine the effects need-based CPD on the ELT teachers' perceptions.

Mixed-method approach (i.e., combining both qualitative and quantitative approaches) employed in this study. The researcher employed mixed-method approach to broaden understanding by incorporating both qualitative and quantitative approaches to better explain or build on the results from each approach. Regarding this approach, Franklin and Wallen (2003), described that mixed-method approach study as one containing both a qualitative and quantitative approaches.

3.2 The Experiment, Producer, and Preparation of Training Materials

As mentioned above, an experimental research design employed in this research work. One group pre-test-post-test experiment was conducted in the study. Regarding the producer, two sets of data were collected from the same group of sample at two different times. The purpose was to test the significance of the difference between the two mean scores. A group of teachers chosen at random were given a test before participating in the CPD training for a year. Then as soon as the training was ended, a similar test was administered to the group. The group mean was computed for each test. These two mean scores were compared to determine if there was a difference in the participants' perception of CPD and self-efficacy belief.

The teachers who participated in the experiment (both in the pilot and main studies) were encouraged to actively participate for the success of this study. In addition, the researcher made the objectives of the training clear to trainers and participants in the experiment. This section of the chapter divided into four sub-sections. These included administering pre-test, preparations of training materials, giving CPD trainings, and administering the post-test.

The major aim of preparing training materials on need-based CPD practices material was to motivate teachers to practice the need-based CPD practices. The training

materials were prepared based on teachers' CPD need assessment in order to see its effects on their perceptions about CPD and self-efficacy beliefs. The training items in training materials were integrated with contents which they preferred to practices.

Different sources such as Atkins, Hailom, and Nuru, (1995 & 1996), Jack Richards and Theodor Rodgers, and Creswell (2009) were consulted to prepare the training materials designed for both the pilot and main study. Important and more relevant materials like (Educational Research Methods, and English Language Curricular and Teaching Materials) were accessed for designing the training materials. For example, the two volumes of Skills Development Methodology by Atkins, Hailom and Nuru, (1995 and 1996) were referred for designing training material for Teaching English language skills. Both volumes (Part I and Part II) helped the researcher to design the framework of the contents. In addition to this, a book on Approaches and Methods in Language teaching by Jack Richards and Theodor Rodgers was referred for designing the training material for Approaches and Methods in English Language Teaching. Also, the third edition of Research designs (Qualitative, Quantitative and Mixed Methods Approaches) by Creswell (2009) was referred for preparing training materials on research methods. Besides, Training Manuals on Teaching English in Large Classes, Language Testing, and Assessment were referred for designing the training materials for English language teaching pedagogy.

The training materials evaluated and commented by TEFL professionals. After collecting the necessary comments on the training materials, CPD trainings were given by TELT professionals. Experienced trainers selected from the department of the English language and literature, Arba Minch University. The training materials focused on the following major areas.

- Teaching English language skills
- Language Teaching Methods
- Research methods in language teaching
- Action research

Research methods in language teaching and action research were separately prepared based on the participants needs. Serious efforts were made to make sure that whether or not all logical and relevant sub-units were included in the each training material.

3.3 The Implementation

In this study, four training materials (Language teaching methods, Teaching English language skills, Basic Research Methods in Language Teaching, and Action Research) were used. The trainings were given on Teaching English language skills (27 hours) and Action Research (16 hours) in the 2nd semester of 2011. Also, trainings were given on Language Teaching Methods (21 hours) and Research Methods in Language Teaching (24 hours) in the 1st semester of 2012 E.C. Total of 52 primary school TEFL teachers were participated in the trainings.

Finally, teachers’ perception and self-efficacy beliefs collected in posttest so as to examine the effects of the experiment (the newly implemented CPD practices).

3.4 Subjects of the Study and Sampling Techniques

The data for this study were generated from five government primary schools EFL teachers in Arba Minch town administration, Ethiopia. As discussed above, the focus of this study is primary schools EFL teachers in Arba Minch town administration. According to the information obtained from Gamo Zone Education Bureau, there are 78 EFL teachers in 8 government primary schools in 18/19 academic year in Arba Minch town administration. For this study, five primary schools were randomly selected from the remaining government primary schools in Arba Minch. They are Abaya, Chamo, Kulfo, Yet Nebersh, and Arba Minch Primary Schools. The random sampling technique was chosen because it would give each school equal chance of being selected. The selected schools and ELT teachers were considered as representatives of the town administration.

Simple random sampling was employed to select TEFL teachers from each primary school. This technique gives every school and teacher equal chance to be chosen (Creswell, 2009). The sampling technique proceeded by developing a sampling frame from which the subjects selected. The frame contained the list of selected primary schools and EFL teachers. A simple lottery method employed to select schools and teachers for the study.

3.5 Instruments of Data Collection

As noted earlier, Primary school EFL teachers of Arba Minch town administration participated in this research. In order to gather data for this research different research tools were used. These include questionnaire completed by teachers, interviews with teachers, and focus –group discussions.

3.5.1. Questionnaire

The main data gathering instrument in this study was questionnaire. The reasons for employing questionnaire were that questionnaires are cost effective to gather more comprehensive data as compared to face-to-face interview. Besides, they are easy to analyze as data entry and tabulation that will be done with computer software packages. They further elaborate that response or answers are summarized to obtain a numerical value that represents the characteristic of the subject. Moreover, they are familiar with most people because they have experiences in completing questionnaires. Particular for this study, questionnaire helped the researcher to measure teachers’ perceptions of CPD and their self-efficacy beliefs.

The questionnaire which consisted of three parts was adapted from two different sources. The first part of the questionnaire contained six dimensions (teachers’ CPD needs, subject matter knowledge, language teaching methods, research knowledge, and reflective nature of CPD) which consisted five items each. Specifically, the items aimed on collecting quantitative data about ELT teachers’ perceptions of CPD practices. This part of the questionnaire was adapted from Hunzicker’s (2010) checklist which contained characteristics of effective professional development practices. This part contained 25 close-ended items requiring the respondents to rate on five-point scale,

ranging from (5) Strongly Agree to (1) strongly Disagree. The response categories were developed in order to facilitate the process of coding and analysis. The neither agree nor disagree” option expected allowing the respondents to state that they have no opinion about a particular issue. Overall, this part of the questionnaire aimed to achieve the second specific objective by providing answer for how teachers perceived the old CPD in pre-test. Similarly, this part aimed to examine the effects of new CPD practices on teachers’ perceptions in post-test.

The second part of the questionnaire contained one category which consisted of ten items which the respondents required to show their CPD priorities by ordering the rating scale from 1-10. The items were organized based on teachers’ CPD needs. This part contained the collection of ten CPD needs which were collected from the participants both formally and informally. The CPD needs categorized based on their similarity in content. They were checked against CPD activities which commonly found in the CPD framework. For respondents who might have other CPD needs which were different from the given list, blank spaces were provided at the end of the questionnaire. This part aimed to achieve the first specific objective by providing answer for teachers’ priority of CPD. After collecting the necessary data, the third part of the questionnaire was removed before the post- test. Because, already teachers need was collected during the pre-test.

3.5.2. Interview

Semi-structured interviews were made mixing both English and Amharic so that the teachers could understand the questions and discussions clearly and give accurate response. The interviews were made twice, i.e. before the interventions and after the interventions. The first phase interview was done before the intervention. This phase intended to collect qualitative data on EFL teachers’ perceptions of CPD and their self-efficacy beliefs. The qualitative data collected in this phase helped the researcher to get cross- checking data about EFL teachers’ perceptions of CPD and their self-efficacy beliefs. The second phase was intended to collect data on the effects of need-based CPD practices on the EFL teachers’ perceptions and self-efficacy beliefs. This data, which was collected after the intervention, also helped the researcher to see whether or not the effects of need-based CPD practices were helpful in changing EFL teachers’ perceptions and self-efficacy beliefs.

The semi-structured interview was made with 10 (4 male and 6 female) ELT teaches. Both experienced and novice teachers were included in the selection. At this point, (Gorard, 2004) argues that depending upon the type of topic; the researcher lays down the criteria for the participants to be included in the study. According to him, whoever meets that criterion could be selected for the study. The interview questions were prepared with regard to the dimensions in the questionnaire. The pre-test questions were mainly focused on collecting data about the teachers’ perceptions.

The post-test questionnaires aimed on collecting data about the effects of the innervations. The process of interview was supported by audio (tape recorders) and note-taking in order to minimize loss of information.

3.5.3. Focus –Group Discussions

In addition to the interview, two semi-structured focus-group discussions (before the intervention and after the intervention) were made with 12 (5 male and 7 female) ELT teachers in research setting. The focus-groups were made in two phases. The first phase FGDs were made with 12 participants in two groups which were contained 6 participants each. The participants were divided in groups in order to give them enough time to reflect their ideas and opinions. The FGDs also aimed on collect data about ELT teachers' perceptions of the old CPD practices as well as their self-efficacy beliefs. Similarly, the second phase focus-group discussions were made with 12 participants who were divided in two groups. The FGDs were aimed on looking for the effects the interventions on the teachers' perceptions of the newly implemented CPD practices as well as their self-efficacy beliefs.

On the other hand, the focus-group discussions used for the purpose of triangulating the data gathered by other tools. Triangulation of the evidence produced by other data collection tools is thought to be a simple and common form of combining tools. According to him, various reasons have been advanced for the use of triangulation. These include increasing the parallel, convergent and construct validity of the study. Triangulation also enhances the reliability of an analysis by a fuller, more grounded account, reducing bias, compensating for the weakness of one tool through the strength of another.

3.6. Data Collection Procedure

First, quantitative data was collected through the questionnaires. The questioner was provided with explanation to the participants about the objectives of the study, its significance, how to fill in the questionnaires, and there was no right or wrong answers and their responses will remain confidential. Moreover, the researcher asked the subjects to respond to the questions honestly. Furthermore, careful attempts were made to make the environment conducive to fill in the questionnaire.

Next, qualitative data were collected through both interview and focus-group discussions. Schedules were set up in the convenience time for interview and focus-group discussions. After giving the respondents background information about the study, the researcher assured the interviewees and FGD participants confidentiality as no authorized persons will have access to their answers, and request them to respond to the items honestly. The responses of the interviewee and points raised in FGD were written immediately and recorded accordingly. Overall, careful attempts were made to make the environment conducive for the interview and FGDs.

3.7. Method of Data Analysis

This section presents the data analysis procedures. The data collected through different data gathering instruments were organized and analyzed quantitatively and qualitatively. Firstly, the data collected through questionnaire was organized and analyzed with the help of a

computer program (SPSS version 20). For the analysis of the ELT teachers' CPD needs assessment, ranking scale was employed. Then, teachers' priority was put based on their rating frequency. This helped the researcher to identify CPD needs that most frequently rated and there by prepare materials for the intervention.

With the help of SPSS version 20, mean and slandered deviation were used to compare teachers' perceptions in pre-test and post-test. To examine the effect of needs-based CPD on ELT teachers' perceptions, T-test was employed in this study. Paired-samples t-tests were run to measure differences between responses of pretest and posttest. Paired-samples t-tests used to see whether there were significant differences in all dimensions of both perceptions. The magnitude of the intervention's effect was calculated employing eta squared which commonly used as effect size statistics of Cohen, (1988).

The data gathered through qualitative methods (interview and focus group discussion) were analyzed textually and organized thematically. The data from the interviews were recorded and transcribed before the analysis was made. Then the data was analyzed qualitatively and transcribed and summarized accordingly. To be specific, similar responses of each item of each part were categorized together in themes. The results were discussed and implications were drawn according to the views of the majority of the interviewee.

IV. RESULTS AND DISCUSSIONS OF THE STUDY

4.1 Results and Discussions of the Need Assessment

This study differs from other studies that have been conducting on the similar area in prioritizing the needs assessment of the EFL teachers. The main reason for prioritizing the needs assessment was to fill the gaps which studies reviled about the CPD practices. The studies also exposed that the CPD did not consider the EFL teachers' needs and their subject-specification. In addition to this, the researcher believed that there should be CPD approach which particularly focuses on EFL teachers instead of the old approach which designed for all subject areas.

In this regard, the current study assessed EFL teachers' CPD needs employing questionnaire, interview, and focus-group discussion. Before the paper-based needs assessment, the researcher had wider opportunities to collect information about EFL teachers' CPD needs informally. The needs analysis was done in four steps. First, all the EFL teachers' CPD needs were collected formally. The researcher had wider exposures for informal discussions and formal interviews and FGD's to collect the CPD needs. Second, the collected CPD needs were thematically categorized within 10 categories. Then, the needs assessment questionnaire which requires EFL teachers' to rate their CPD needs was prepared. Finally, EFL teachers CPD needs were assessed employing the data collecting tools mentioned above.

4.1.1. The Result Obtained from the Questionnaire

Total of 59, (20 male and 39female) EFL teachers from 5 primary schools of Arba Minch town administration were rated the needs assessment questionnaire. The result of the needs analysis revealed that:

- Subject matter knowledge (English language teaching skills)
- Language teaching methods and,

- Research skills in ELT, were the most frequently rated CPD needs.

The need analysis employed index value to see how the teachers priorities the CPD activities which were collected and organized from the need assessment questionnaire. The following table indicates the index value of the needs assessment which was obtained from the need analysis questionnaire.

Table: 4.1.1. The Summary of Needs Assessment

No	CPD Needs	1st	2nd	3rd	4 th	5 th	6 th	7 th	8 th	9 th	10 ^t	Index	Rank
1	ELT Methods	10	9	7	6	6	5	5	3	3	2	0.125	2
2	Coaching	2	3	6	6	7	7	6	2	8	9	0.087	7
3	Subject-Matter	20	14	8	4	4	2	1	1	1	1	0.15	1
4	Reflection Practices	3	2	5	6	7	8	9	12	2	2	0.094	6
5	Peer-observation	2	5	5	5	8	9	8	7	5	2	0.097	5
6	Group Discussion	2	5	6	7	8	6	7	5	9	1	0.098	4
7	Field Visiting	4	2	3	4	7	5	6	4	11	10	0.08	9
8	Research Skills	9	8	8	7	4	5	6	5	3	1	0.12	3
9	Curr.& Material	2	7	5	6	3	6	4	5	7	11	0.087	7
10	Team Teaching	2	1	3	5	2	3	4	12	7	17	0.064	10

Index=(10 for rank 1) + (9 for rank 2)+ (8 for rank 3) + (7 for rank 4) + (6 for rank 5) + (5 for rank 6)+ (4 for rank 7) + (3 for rank 8) + (2 for rank 9) + (1 for rank 10) divided by sum of all rates of CPD needs.

In the above table, the index value of the EFL teachers' CPD needs analysis shows what CPD activities were prioritized by the respondents (see table 2). According the index value, EFL teachers rated that subject matter knowledge (15%), English language teaching pedagogy (12.5%), and research skills in ELT (12%) as their 1st, 2nd, and 3rd CPD needs they prefer to practice. Group-discussions (0.98 %), peer-observation (0.97%), and reflective practices (0.94%) rated as 4th, 5th, and 6th CPD needs while the rest 4 CPD needs rated from 7th -10th accordingly. Out of 10 CPD needs, subject matter knowledge was the most frequently rated need. In contrast, team teaching was the least CPD need which less frequently rated.

This fact was also observed during the researcher's informal contacts with EFL teachers. The ranks which derived from the index value helped the researcher for identifying the priorities of EFL teachers' CPD needs and thereby for preparing training materials for the interventions.

4.1.2. The Results Obtained from Interview

In addition to the rating scale presented above, individual interviews was made with 9, (3 male and 6 female) randomly selected EFL teachers. The interview contained 5 questions which were leading to EFL teachers' CPD needs.

The first question was about how EFL teachers perceived the existing CPD. The second and the third

questions were about what CPD activities have been practiced and how EFL teachers have been practicing these activities. The fourth question was about whether the existing CPD activities match with their needs or not. Practical to this study, the last question aimed on assessing what CPD activities EFL teachers need to practice.

The results of the individual interviews revealed that EFL teachers did not perceive the existing CPD as professional development practice in which they get opportunities to improve their knowledge and skills. The teachers reported that they have been practicing CPD as it was obligatory for every teacher. According to them, they have been engaging only for their career structure. The interviewees commonly responded that they were not interested in the existing CPD due to its approach which design to fit all. Moreover, the participants added that the CPD activities had no contribution for their professional development. They further reported that the CPD activities were not needs-based, subject specified, and practical for their classroom practices.

On the other hand, the interviewees similarly reported that they have been engaging in CPD activities which mainly focused on the school disciplines and action research.

The interviewees commonly reported that the CPD activities they have been practicing in their schools did not match with their professional needs. However, the interviewees expressed their strong arguments that CPD practices should be real, more practical, specific for subject matter, and need-based.

In general, more similar to the result of the index value above, the participants repeatedly mentioned that developing their subject matter knowledge, improving English language teaching skills, researching skills, and curriculum and ELT material preparation were their top priorities. The following table presents the summary of EFL teachers' CPD needs which were prioritized during the interview.

4.1.3. The Results Obtained From FGDs

In addition to questionnaire and individual interviews, semi-structured focus-group discussion was made with 12 (5 male and 7 female) EFL teachers. The main reason of employing the semi-structured focus-group discussion was to cross check how EFL teachers consistently responded about their CPD needs. It was also aimed on triangulating the results of EFL teachers' CPD needs obtained from both questionnaire and individual interviews. The other reason, the semi-structured focus-group discussion was more preferable tool to collect CPD needs based on the collective experiences of EFL teachers. This may involve EFL teachers thinking together, inspiring and challenging each other, and reacting to the emerging issues and points.

The FGD was preceded by addressing discussion points which were similar with individual interview questions. The FGD was made for half a day making hot and detailed discussions about EFL teachers' perceptions of the existing CPD and their current needs. Similar to the individual interviews' results, the results of FGD revealed that the existing CPD did not match with EFL teachers' needs. Majority of the participants mentioned that they have been practicing CPD activity which was not need-based and not subject specified. Besides, they disclosed that it was based on top- to-down approach which designed to fit all and irrelevant for teaching-learning.

Further, the teachers pointed out that the old CPD was obligatory and they have been practicing it fearing the

political abuses. Moreover, the EFL teachers uncovered that the CPD activities which they have been practicing were dominantly proposed by school leaders and education office. The EFL teachers reported that student' disciplinary cases like late coming, drop- out, and misbehaving were CPD activities which practiced in their schools. The teachers also publicized that they have been making weekly meetings and conducting action researches. However, the participants commonly pointed out that the weekly meetings were made only for formalities and most of the action researches were copies of copies.

To sum up, the participants of the FGD commonly reported that the CPD activities which they have been engaging did not match with their needs. They reported that need to engage in CPD activities like:

- Subject-matter knowledge (Teaching English language Skills),
- Action research
- Basic research skills, and
- Language teaching methods.

4.2.1. Results of Respondents' Perception about CPD

The following results of the analysis compared perception means of EFL teachers' responses to pretest and posttest to the items in 6 dimensions (sub-scales) to measure the pretest-posttest means. The following table presents the paired sample test results comparing EFL teachers' perceptions of CPD before and after the interventions.

4.2.1.1. Paired Sample T-Test Results Comparing Respondents' Perception Means of CPD

Table 7 points out the results of paired sample t-test comparing the perception means before and after the interventions. The table depicts there was clear difference between the pre-test mean (M= 66.50) and the post- test mean (M=110.85). The mean score indicated that there was a significant difference in EFL teachers' perception as provided by t- test result (T= 13.069, p>0.05).

Table 4.2.2- Paired Sample T-test Results Comparing Perception Means

	N	Mean	S.D	Correlation	t-value	df	Sig. (2-tailed)
Pre-test	52	66.50	17.29	0.12	13.06	51	.000
Post-test	52	110.85	19.50				

A paired-samples t-test was conducted to evaluate the effects of needs based continuous professional development practices on the EFL teachers' perceptions. There was a statistically significant difference before intervention (M=66.50, SD=17.296) and after intervention [M=110.85, SD=19.50, t (51) 13.0669, p< 0.05].

Based on the above results of the paired sample t-test which obtained by comparing the perception means, we can conclude that the interventions implemented in this study brought a significant change on EFL teachers' perceptions about CPD practices. The magnitude of the interventions' effect was calculated by the most common effect size statistics, eta squared (Cohen, 1988).

The eta squared statistics ($\eta^2 = \frac{t^2}{t^2 + N - 1}$) indicated a 0.05 size effect. Therefore, we can conclude that there was a large effect, with a substantial difference in EFL teachers' perception of CPD mean before and after the interventions.

4.2.2. Results of the Qualitative Data Analysis

As complementary to the questionnaire, a semi-structured interview and focus-group discussions were conducted mixing both English and Amharic so that the teachers could understand the questions and discussions clearly and give accurate response. As mentioned in the methodology section, both the interviews and focus group-discussions were made twice, i.e. before the interventions and after the interventions.

4.2.2.1. Results Obtained from Interview

A semi- structured interview was conducted with ten English language teachers, who participated in the main study from five primary schools of Arba Minch town administration. Both experienced and novice teachers were involved in the interview. The researcher interviewed 7 teachers who were involved in this study for half an hour each in his office. The rest 3 teachers were interviewed in their work place.

Teachers’ Perceptions of CPD

One purpose of the teacher interview was to find out their perceptions about the CPD which they have been practicing in their schools. The teachers were asked how they perceived about CPD which they have been practicing in their schools. Almost all the teachers (7 of them) reported that they have been practicing CPD as it was obligatory for teachers. Most of the teachers pointed out that the CPD practice did not much with their needs and did not consider their subject- specifications. They further added that their CPD participation was time wasting and did not bring any quality improvement as English language teachers. One of the interviewees stated that he have been practicing CPD fearing political abuse both from government and school leaders. Besides, two teachers stated that there was no problem with CPD itself but it was the way how they perceived purposes of practicing CPD. They also stated that CPD would be better quality improvement practice if they practiced as professional development activities. However, all of them did not deny that they have been participating in CPD for career purpose. The results indicate that most of the teachers do not perceive CPD as professional development practice which may enhance their professional qualities.

More specifically, teachers were asked how they perceived the CPD in terms of the dimensions/ sub-scales listed in the questionnaire. Keeping the order of the dimensions they reflected about their current CPD needs, subject-matter knowledge in English, English language teaching pedagogic knowledge, English language curricular and material, learner knowledge, and reflective nature of CPD itself.

In relation with their CPD needs, a majority of the teachers said that they did not think that the CPD activities considered their needs as English language teachers. Specifically, the teachers pointed out that they did not practice CPD based on their interests rather the needs the government people which sent from top- to- down. The teachers reported that their CPD priorities were over dominated by their school’s priorities. Most commonly, the teachers stated that the CPD did not regard them as knowledge generator rather knowledge consumers. Furthermore, they added that the CPD activates had no room to integrate their professional inputs did not allow them to

make choices. From the teachers’ reaction stated above, we can easily understand that the teachers did not think that the CPD activities considered their needs as English language teachers.

Concerning the perceptions of CPD practices in terms of their subject-matter knowledge, almost all of the teachers said that they did not perceive that the CPD activities enhance subject-matter knowledge as English language teachers. Besides, the teachers reported that they did not think that CPD activities developed their English language competency and helped them to be nationally competent and model teachers. The teachers further added that they did not believe that CPD activities kept them updated with the current knowledge and skills as English language teachers. They reported that they did not agree that CPD activities involved relevant contents which may promote their teaching qualities.

In contrast, the teachers most commonly reported that they were engaged in school discipline issues like late coming, misbehaving, and students’ work loud at home. The teachers concluded that if CPD activates were subject-specified; they would improve their subject-matter knowledge as English language teachers. Finally, the teachers strongly mentioned that they regretted not having such an opportunity in their schools. Regarding this, MOE (1992) points out that improving teachers’ subject-matter knowledge is one of the purposes of implementing CPD in Ethiopia; there by improving the quality of education.

The teachers were also asked how they perceived CPD regarding improving their English language teaching pedagogy. To this dimension, more than a half (7 of them) reported that they did not believe that the CPD activities develop their teaching methodology knowledge. In stayed, they said that they developed through their experiences and personal reading. In fact, they did not deny that some CPD activities; like coaching, mentoring, and group discussions might help novice teachers to develop their English language teaching pedagogy. In contrast, two teachers stated that they think CPD practices might provide them with new teaching methods, instructional strategies, and classroom management and continuous assessment skills. On the other hand, one of the interviewees could not decide whether the CPD activities were helpful or not. From the above reflections, we can understand that more than a half teachers did not perceive that CPD might improve their English language teaching pedagogy. This indicates that majority of the teachers have very low perception of CPD. In line with this, numerous of studies on CPD along with MOE’s CPD documents state that CPD activity should focus in improving teachers’ pedagogy knowledge. This is also indicated as one of the characteristics of effective CPD.

More similar with the above item, the researcher asked the interviewees how they perceived the CPD activities in line with developing their research knowledge. To this item, almost all of the interviewees (8 of them) reported that CPD activities did not contributed for their (teachers) research knowledge development. They further added that CPD activities did not help them even in identifying type of researches. Nevertheless, the rest 2 teachers responded to the opposite of the above teachers.

They responded that they perceive that CPD activities helpful to develop their research skills. This shows that how the teachers hold different perceptions about CPD activities they practice in their schools.

The interviewees were asked how the perceived CPD in terms of English language curricular and materials. At this point, majority the interviewees (8 of them) strongly responded that they did not believe CPD activities contribute for their English language curricular and materials knowledge. They commonly replayed that they did not believe that CPD activities help them to understand the organization of contents in the curriculum, the alignments of curriculum and policy in ELT, and values of curriculum. In addition to this, the teachers reported that CPD practices did not provide them the way how to adapt and evaluate instructional materials in ELT. However, there were no guidelines and clear criteria, the interviewees uncovered that they were evaluating English text books for the purpose of carrier structure.

At last, the teachers interviewed how they perceived the collaborative and reflective nature of the CPD practices in general. Among the interviewees, six of them reacted that the CPD practices were collaborative enough and developed their communicative skills and provided experience sharing opportunities. On the other hand, two teachers reported that they did not worry about the contents or the nature the CPD practices, but what they needed was the social gatherings and funs. The rest two teachers replayed they believe the nature of CPD activities were partially reflective. However, the teachers reported that there was no substance in content and stated they preferred if they did not practice.

This could mean that teachers would like to practice CPD activities which designed based on their needs so that they would be motivated and follow the program seriously. In line with this, the current literature states that effective CPD should create continuous opportunities to interact with ideas and requires teachers to give and receive feedbacks. It also states that effective CPD should develop teachers' personal qualities and engage them in all physically, mentally, socially, and emotionally. This might imply that the CPD activities should be collaborative and reflective in their nature.

I. The Effects of Interventions on Teachers' Perceptions

After the interventions, another semi-structured interview was conducted with the same participants in the study area. Similar with the first phase, the researcher interviewed 10 teachers who were involved in this study for half an hour each in his office.

Regarding the effect of intervention (need-based CPD trainings) on their perception of CPD, most of teachers reported that the intervention (need-based CPD trainings) positively affected their perceptions about CPD. The paired sample t-test also confirmed their report because they had scored fairly higher marks in the post-test. Besides, from the feedback they gave about the trainings, the researcher understood that their perception was changed following the intervention (need-based CPD trainings). They also stated that professional development is a mandatory for any English language teacher, and that CPD is meaningless without their needs and subject specification. In practice, just at the end of the trainings, many teachers requested the department on English language and literature of Arba

Minch University for weekend and extension classes in TEFL.

In relation to the opportunity teachers get in attending the need-based CPD trainings, all most all of them said that they had the opportunity of developing their subject-matter knowledge, improving their English language teaching pedagogy skills, research concepts, and reflective practices during the training. From the trainings the teachers felt that they got relevant information and knowledge which they may be able to use in the future so that they would improve their profession as English language teachers. Also, the teachers stated that need-based CPD has great effect in improving their teaching profession in many aspects. This response was completely different from the response teachers gave about CPD before the trainings. The teachers' response indicates that the need-based CPD training changed their perception about CPD. Their response also matches with results obtained from quantitative data analysis.

4.2.2.2. Results Obtained from FGDs

In addition to the interview, two FGDs (before the intervention and after the intervention) were made with 12 (5 male and 7 female) ELT teachers in research setting. The FGDs were made in two phases (before the experiment and after the experiment). The first phase FGDs were made with 12 EFL teachers in two groups. Each group was contained 6 EFL teachers. The purpose of dividing participants in groups was helped the FGD facilitators to give enough time for each participant and to organize the outputs of the FGDs. Also, the FGDs were aimed on collect data about ELT teachers' perceptions of the old CPD practices. The second phase FGDs were made after the experiment was completed. Similarly, the second phases FGDs were made with 12 EFL teachers in two groups. Each group was contained 6 EFL teachers. It aimed on looking for the effects the interventions on the teachers' perceptions.

In the first phase FGD, an attempt was made to examine teachers' perceptions about CPD and the level of their self-efficacy beliefs. From the discussion, it was possible to see how they perceived about CPD which they were practicing in their schools. For example, in response for the questions, "How do you perceive the CPD practice which you were practicing in your schools? Does the activity match with your CPD needs? How do you view the relevance of the CPD activities for developing your subject-matter knowledge, pedagogic skills, and other ELT related concepts? ... Most of the participants in the FGD reflected similarly. Here are some of the remarks.

Well, my name is (Mr...) I have been practicing CPD for some years in different schools in which I worked as English language teacher. Particularly, I worked in more than two primary schools in Arba Minch. Frankly speaking, I do not think that our CPD program contribute for our professional development as English language teachers. We have been practicing it (the CPD program) only for the purpose of career increment. Isn't it? If we do not engaged in it (the CPD program) we do not get career promotion.

In addition, most of the teachers are afraid of political abuse. For example, (Mr. ...), one of the staff in my former school, has been seriously questioning about the relevance of CPD for our professional development. But, missed his scholarship and sent to another primary school as a demotion. Also he was considered as a resister of the government policies. I think you all know why we are forced to practice it uhh...uhh...uhh. Any ways, let me focus on the main issues of the FGD. Mr. Moderator, first of all, I would like to say thank you for focusing your investigation on this (CPD) program. As I tried to mention earlier, I do not think our CPD program contribute for our professional development. It did not consider our needs. Besides, the CPD activities were not focusing on our subject-matter as EFL teachers. If CPD contributed for our professional development, we would be model teachers in the country. That is why we are forced to believe we have low self-efficacy. Thank you so much! Following the above reflection, the participants of the FGD showed their agreement with the reflections.

Another participant of the FGD added the following reflections:

Ok, thank you Mr. Moderator! My name is (Mr....). I share the first speaker's ideas. I want to add some more points on the raised issues. After all, what I know about CPD is only its name. In practice, it does not contribute for our professional development. It is (the CPD) not match with our field of study. The contents are not relevant and do not considered our needs. It focuses on the needs of the Education offices which directed to the schools. For example, when the schools face challenges in students' dropout, disciplines problems, late coming, and etc..., they (schools) force the teachers to focus on these challenges in the name of CPD. But, what are the duties of the director? What are the duties of the vice director? What are the duties of the unit leader? In fact, I believe that we are responsible for that as teacher. But, for how long shall we focus on these problems? When will we focus on developing our profession? So, I actually do not think CPD is useful for developing our knowledge and skills as EFL teacher. It is simply obligatory for every teacher. Regarding, the level of our self-efficacy, I do not want to react more things before the University instructors. Because, it is known that we are not smartly performing teaching. Thanks!

One of the participants also echoed the above ideas, which indicate the participants' perceptions of CPD.

I strongly disagree that CPD has any importance for our professional development. It also does not match with the ELT context. I think The Ministry of Education or the CPD experts did not consider the importance of designing CPD to the specific subject-matter. They simply sent the CPD manuals which were common for all fields. How can the English teacher and the geography teacher perform the same CPD activities? How can they have the same CPD needs? I think we follow different teaching methods, particularly in English classroom. Even, an action research we have been conducting is the same with other departments. Because, the action research is not focused on school disciplinary issues rather than subject matters. So, we sometimes were coping from other departments. Finally,

I confidently say that engaging in CPD is like killing time. That is it.

From the above reflections to the items in the FGD, we can see a lot of things that could show their low perceptions of CPD. The reflections also clearly indicate their low self-efficacy beliefs. One instance could be that, in the FGD, some of the participants raised the issue of weight given to teachers need and subject-specification in the CPD. They also suggested that the weight given to teachers need and subject-specification should be reconsidered. For example, one of the participants stated at the end of the FGD:

The CPD program should consider our needs. It should also focus on the particular subject-matter. If it is so, teachers can be motivated to be engaged and the practice of CPD will be meaningful. As a result, the CPD practice would be helpful to develop our professional development and self-efficacy beliefs.

All the reflections of the participants in the FGD show that the CPD program which they have been practicing did not consider their needs. From the discussion, one can possibly understand that the contents of CPD were not subject-specified. Due to the above facts, teachers did not believe that CPD was relevant for their professional development.

After the experiment, the second FGD was done to see whether or not the need-based CPD practices affected the teachers' perceptions of CPD and the level of their self-efficacy beliefs. From the FGD, it was possible to see how the experiments affected teachers' perception of CPD and their self-efficacy beliefs. For example, in response for the questions, "what are the effects of the experiments (the trainings) on your perception of CPD? ... one of the participants in the FGD stated the followings:

Fine, I found the CPD trainings valuable and relevant for my professional development. The training was different from former CPD in considering my needs and focusing on ELT context. Really, after I attended the CPD trainings designed for this study, I changed my perception about CPD. I also believe I am more capable in teaching than before. From the training, I realized that if CPD is need-based, it can fill professional gaps of teachers. Frankly speaking, I have been engaging in our school CPD only for the formality. I do not believe that it (the school CPD) has contribution for my professional development. Because I do not think the CPD activities are not relevant for my professional development. Even if the CPD activities are relevant, we do not have model teachers who have better knowledge in our field of study. Due to these facts, I have a very low perception about CPD.

All the participants of the FGD were showed their agreements with the above reflections mentioned by the speaker. In addition, sharing the former speaker's ideas, one of the female EFL teachers in the FGD added some more remarks. Her remarks were summarized as follow:

Thank you Mr. Moderator and Mr. Researcher as well. My name is teacher (Y) from (C) school. Before coming to the effects the training on my perception of CPD and the level of my self-efficacy beliefs, I want to say some things about the CPD program. As its' (the CPD programs') name indicates CPD is about developing our professions as teachers. I think The Ministry of Education in Ethiopia originally designed the CPD program in order to develop teachers' professional qualities. Because, it obvious that the quality of education in our county has been decreasing day-to-day. Therefore, I believe that The Ministry of Education' measures to design CPD program was very important and critical. The problem is with the top-to down approach which largely ignored how to address a particular field of study. The other problem is we are not responsible for our own professional development practices. On the other hand, the schools should facilitate for the subject-wise CPD activities. The Ministry of Education also should make the CPD program more practical and subject specified. Due to the problems I mentioned, most of the teachers forced to perceive that the CPD program does not help for their professional development. I observed many teachers who totally ignore the CPD activities. I think we should not totally ignore the CPD program.

So, I personally think that the current CPD training filled the gaps of the problems I tried to mention above. However I perceive CPD is important; the training was more positively affected my perception of CPD. The training was showed me how can the teachers' perceptions of CPD be changed by considering their needs and involving them practice. I also developed my classroom performance following the training. As a female teacher, I was not as such confident enough in student engagement and classroom management. Now, I believe that I am more confident in managing all the teaching practices. Generally, I found the training was timely and valuable for our professional development. God may bless you all.

At the end of FGDs, most of the participant commonly stated that they found the training was very important for their professional development. They further added that the training was changed their perception about the concepts and importance of practicing CPD. Overall, the participants similarly reported that they gained valuable knowledge of teaching language skills, language teaching methods, research methods, and etc. from the trainings. They finally reflected that the knowledge they gained from the training and the experiences the shared from both trainers and participants were helped them to build their capacities.

To sum up, based on the reflections of the participants in the FGDs, it was possible to conclude that the experiment was resulted with the positive effects on the participants' perception of CPD. The results of the FGDs also matched with the paired sample t-test results obtained from the questionnaire. The qualitative data gathered from the interview also confirmed that the experiment conducted in this study was brought positive effects on teachers' perception. As confirmed in the FGDs, the experiment employed in this study was shifted the participants' perception of CPD. The discussions of both the quantitative and qualitative data analysis presented below.

4.3. Discussions of the Results

4.3.1. Discussion of the Results of the Need Assessment

The objective of the need analysis was to identify teachers' CPD needs which they priorities to practices in their schools. Different tools were used to collect data for the need analysis: teacher questionnaire, teacher interview, and focus-group discussions. In this regard, the current study assessed EFL teachers' CPD needs employing questionnaire, individual interview, and focus-group discussion.

The result of the needs analysis obtained from questionnaire revealed that subject matter knowledge, English language teaching pedagogy, research skills in ELT, group-discussions were the most frequently rated CPD needs. According to the index value, EFL teachers rated that subject matter knowledge (15%), English language teaching skills (12.5%), and research skills in ELT (12%) as their 1st, 2nd, and 3rd CPD needs they prefer to practice. More similar to the result of the index value above, during the interview and FGD, the participants repeatedly mentioned that developing their subject matter knowledge, improving English language teaching skills, and researching skills were their top priorities.

4.3.2. Discussions of the Quantitative and Qualitative Data Analysis

In this study, four training materials (Language teaching methods, Teaching English language skills, Basic Research Methods in Language Teaching, and Action Research) were used. The trainings were given on Teaching English language skills (27 hours) and Action Research (16 hours) in the 2nd semester of 2019. Also, trainings were given on Language Teaching Methods (21 hours) and Research Methods in Language Teaching (24 hours) in the 1st semester of 2020. Finally, teachers' perception collected in posttest so as to examine the effects of the experiment (the newly implemented CPD practices).

After the experiment, a post-test was given in order to see if there was any significant difference in the EFL teachers' perceptions of CPD. A paired sample t-test was used to compare the mean scores of the pre-test and post-test. The results showed a significant difference in in teachers' perceptions of CPD as measured by the pre-teas and post-test. This suggests that the experiment positively affected teachers' perceptions of CPD. This means that need-based CPD practice can change teachers' perceptions of CPD.

As indicated above, a questionnaire was administered to the teachers at the end of the study. The data obtained from teacher questionnaire showed that there was significant change on EFL teachers' perceptions of CPD practices. Similarly, the data obtained from teacher questionnaire showed that there was significant change on EFL teachers' self-efficacy beliefs. The eta squared of both teachers' perception indicated a 0.05 size effect. Thus, the study concluded that there was a large effect, with a substantial difference in EFL teachers' perception mean before and after the interventions.

In the interview, the participants also reported that they liked the newly implemented CPD activities (the intervention). The participants further reported that the intervention (need-based CPD trainings) positively affected their perceptions about CPD. The paired sample t-test also confirmed their report because they had scored fairly higher marks in the post-test. Besides, from the feedback they gave about the trainings, the researcher understood that their perception was changed following the intervention (need-based CPD trainings).

During the FGDs, it was noted that participants had the opportunity of developing their subject-matter knowledge, improving their English language teaching pedagogy skills, research concepts, and reflective practices during the training. They also reported that they felt they got relevant knowledge and skills which they would be able to would improve their profession as English language teachers.

Thus, the researcher believes that the need-based CPD activities are worthwhile and beneficial in positively affecting EFL teachers' perceptions of CPD due to the following reasons:

- Prioritizing teachers' CPD needs helped teachers to generate their interest and made the interventions meaningful;
- The trainings contents were presented based on the participants' needs;
- The teachers had opportunities of participating in the trainings as well as assessing their needs and selecting methods of delivery.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Findings of the Need Assessment

The findings of the need assessment obtained from the need assessment format showed that the old CPD activities did not consider their needs. Due to this fact, they were so hesitated to engage in it and did not think that it was relevant. According to the need assessment, teachers need activities like: subject matter knowledge, improving English language teaching skills, researching methods, ELT curriculum and material preparation, and reflective practices as their top priorities. Similarly, the findings generated from the interview and FGD strengthened the above findings. Moreover, this finding helped the researcher to achieve the first objective of the study by providing answering what CPD activities did teachers need.

5.2. Findings of the Quantitative and Qualitative Data Analysis

- I. Pre-and post-test results was the core data used in this study. Regarding the findings of threshers' perception, a paired-samples t-test was conducted to examine the effects of needs based CPD practices on the EFL teachers' perceptions. There was a statistically significant difference before intervention ($M=110.85$, $SD=17.296$) and after intervention [$M=66.50$, $SD=24.46$, $t(51) 13.0669$, $p<0.05$].
- II. Based on the above results of the paired sample t-test which obtained by comparing the perception means, the study concluded that the interventions implemented in this study brought a significant change on EFL teachers' perceptions about CPD practices. The

magnitude of the interventions' effect was calculated by the most common effect size statistics, eta squared (Cohen, 1988). The eta squared statistics ($\eta^2 = \frac{t^2}{t^2+N-1}$) indicated a 0.05 size effect. Therefore, the study concluded that there was a large effect, with a substantial difference in EFL teachers' perception of CPD means before and after the interventions. This implies that the experiment positively affected teachers' perceptions.

- III. The above finding is also supported by the teachers' responses to the interview and FGDs. Majority of the teachers emphasized that after the experiment, they had seen change in their perception of CPD. This finding was further strengthened by the teachers' reflections during the FGDs. Thus, based on the results of the analysis of the pre-and post-tests, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was proved valid.

VI. CONCLUSIONS

In general, the results from this research work suggest the following important points:

- I. In this study, CPD activities were presented based on the need assessment and selecting meaningful and purposeful activities. This helped the teachers generate their interest and engaging themselves in purposeful CPD practices.
- II. During the experiment, pair and group work activities were used. This gave the students the opportunity to interact with each other in the need-based CPD activities. As a result, there were significant differences on teachers' perceptions of CPD.

This research work, therefore, concludes that CPD activities should be presented based on the actual needs of teachers and focusing on subject specifications. From the results of the pre-and post-tests, the teachers' responses to the interview, from teachers' reflections during the FGDs, it is reasonable to conclude that need-based CPD activity is valuable in improving teachers' perception in primary schools in Ethiopia.

RECOMMENDATIONS

Based on the findings of this research, the following recommendations are made:

- I. CPD activities should be designed based on teachers' needs and focusing on specific subject-matter so that teachers could be engaged in meaningful and purposeful activities.
- II. In the present study, the CPD activities were designed based on teachers' needs and presented in ELT context and, as a result, they are found to be essential in enhancing teachers' perception of CPD and their self-efficacy beliefs. Therefore, experts of CPD program in Ethiopia should:

- Revise its top-to-down approach which designed to fit all secondary and primary schools teachers in Ethiopia.
 - Design bottom-up approach prioritizing the teachers' actual CPD needs in ground.
 - Separately address each subject-matter and provide related materials as well.
- III.** The Ministry of Education has to do something in revising the top-to-down CPD program. This is because various studies revealed that teachers were resisted to practice the top-to-down CPD activates. Particularly, English Language teachers need CPD activities which considered their needs and specifically focused on their subject-matter.
- IV.** Need-based CPD activities have an important role to play in changing teachers' perceptions of CPD. Thus, ELT teachers in primary schools should be encouraged to engage in need-based CPD activities in order to upgrade their knowledge and skills in English language teaching.
- V.** The Education Department, primary schools, and CPD coordinators of the schools in the study area should have awareness about the effects of need-based CPD on teachers' perceptions of CPD. Both the hard and soft copies of this study will be given for the above bodies.
- VI.** Based on the findings of the study, the researcher strongly recommends the practices of need-based CPD activities professional development of primary schools EFL teachers in Ethiopia. The Ministry of Education designed CPD program for primary and secondary school teachers, and yet the CPD activates are not need-based are not also subject-specified. Therefore, the concerned bodies, with the assistance of experts in language teaching, should attempt to design need-based CPD program in which teachers needs are prioritized. The CPD activates should also be presented in ELT context.
- VII.** Finally, with the respect of limitations and gaps of this study, the researcher recommends further studies on the effects of need-based CPD practices in the ELT context.

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