

The Alignments between Primary Schools Teachers' Continuous Professional Development Practices, Performance Evaluation and Career Growths in Oromia Regional State, Ethiopia: Past, Present and Future

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Abstract

Purpose: The main purpose of the study was to evaluate the alignments between primary schools teachers' continuous professional development practices, performance evaluation and career growths in Oromia regional state, Ethiopia. **Method:** A mixed method with concurrent triangulation design was employed in the study. The primary data was collected from a total of 618 respondents. The samples were selected by using purposive, availability, stratified and simple random sampling techniques from different sources of data. The quantitative and qualitative data were analyzed by using descriptive (percentage, average mean, standard deviation) and inferential (one-sample t-test, Pearson correlation and one-way ANOVA) statistics and narration respectively. **Results:** Principals and supervisors were not committed to make professional decisions to offer professional, technical and material supports to ensure the effectiveness of teachers' CPD practices. Thus, they didn't provide enough professional, technical and material supports to ascertain best CPD practices and the achievement of career growths was rated by teachers, mentors and principals ($M_1=14.72$, $M_2=13.89$ & $M_3=12.34$). There was no statistically significant differences of means [$F(2, 545) = 1.950$, $p = 0.145$] at the $p > 0.05$ level. The misalignment between CPD interventions, career growths and its exclusions from performance evaluation of teachers negatively affected CPD practices. There was statistically significant difference among the means of respondents [$F(2, 547) = 105.552$, $p = 0.000$] at the $p < 0.05$ level. **Conclusions and recommendations:** The practical gaps between teachers' performance evaluation, CPD practices and career growths should be bridged to improve teachers' career growths, competencies and students' learning outcomes. The worth given to CPD practices in teachers' performance evaluation should be upgraded at least to 35% per semester in an academic year. Finally, educational leaders should have optimistic vision, mission and destination to improve teachers' competencies, career growths and students' learning outcomes.

Keywords

Teachers' Professional Development, Professional Competencies, Performance Evaluation, Career growth, Students' Learning Outcomes

1. Introduction

Education takes the position of constant state of change to prepare the much needed workforce with competencies to transform educational economies situated at the heart of responses to challenging contexts (Donaldson, Milica, & Suzana, 2013). The appropriate learning environment and work culture have potential effects to make the schools more appealing to create equal opportunities to improve professional practices for all teachers (Malik, Rohendi, & Widiaty, 2019). Accordingly, the schools with effective teachers produce better outcomes from students' learning (Darling-Hammond, 2017; Hattie, 2009). This indicates that the quality of instructional system depends on professionally competent teachers who educate the 21st century learners in the conducive learning milieus. The quality of citizens essentially depends on the quality of education, and ultimately, the quality of education relies on the quality of teachers who are educating young citizens (Kothari, Patel, & Shelat, 2012). But, the quality of education system cannot exceed the quality of its teachers, and student's learning is the product of what goes on in classrooms (Barber & Mourished, 2007). Ahead of the efforts of learning from continuous professional development (CPD) practices and applying new knowledge and skills in the classrooms, teachers transfer knowledge from those who possess it to those who need to have it (Margaret, 2021). A professional teacher has a responsibility to fulfill students' learning needs and provides quality instructional services without any students' exception (Tatto, 2021). Certainly, teachers are described as midwives of society without whom the future of society will be malformed (Goodson & Hargreaves, 2002). Thus, teachers are the most important capitals overtly working to improve their professional competencies by professional learning practices.

On top of encouraging capacity building performances, CPD policy and practices link to teachers' career growth ladders, professional competencies and appraisal (MoE, 2009a). Therefore, teachers who are found in the seven career structure hierarchies such as beginner teacher, junior teacher, teacher, higher teacher, associate teacher, lead teacher and higher lead teacher in Ethiopia (ETP, 1994) need to participate in CPD practices (MoE, 2009a). The alignments between teachers' career structure and partaking in CPD activities possess potential effects to improve professional practice in classrooms (MoE, 2009a; MoE, 2015; Dawit, 2018). Likewise, it is important to note that effective teachers' professional development practices should on professional development elements or features to improve classroom practices (Darling-Hammond, 2017; Girma, Dawit, & Geberew, 2021; Girma, 2022). This connection heartens teachers to participate in CPD activities. Thus, CPD program will have greater success when it is connected with their career growth paths (Desimone & Garet, 2015). Thus, it initiates teachers to work on professional learning.

The poor attraction of teaching as career (Tesfaye, 2014) and teachers' poor motivation (Aweke, 2015) affect the executions of CPD activities in schools. Likewise, Osman and Warner (2020) indicated that teacher's motivation is crucial to successful executions of CPD activities. The lack of motivation forces teachers to become resistant to participate in CPD activities. Likewise, it is obvious that people rely on the economic return of education (Aweke, Eyasu, Kassa, Mulgeta, & Yenealem, 2017). Teachers work with poor motivation doesn't want remain as teachers with one day if they get the chance to leave the profession (Aweke, 2015). Teachers' motivation is an energetic factor that determines executions of CPD activities to maintain lifelong learning. Transformative reflective activities that support teachers' practices and professional growths take the central stage of inspirations to improve professional competencies such as skills, knowledge and dispositions (Villegas-Reimers, 2003; Tait-McCutcheon & Michael, 2016). Thus, CPD practice is required as long as a teacher remains in professional careers to attain the 21st century competencies (Little, 1994; Fullan, 2016) and professional skills.

Furthermore, the CPD practices of teachers cannot be effective without the supports of school leaders regarding creating conducive learning environment (Clarke, Liddy, Raftery, Ferris, & Sloan, 2020). Situating and making the schools' friendly as sites of professional learning (Osmond-Johnson, Campbell, & Faubert, 2019) encourages the success of CPD practices of teachers. School principals engage in professional development practices to enhance critical skills necessary to orchestrate effective change (Evans, 2018). So, teachers' driven professional learning will be a win-win when educational leaders respect and support them to their best. Above all, educational leadership of the 21st century is a necessity to ensure 21st century instruction (Reeves, 2011). Educational leaders' optimistic orientation, intellectual openness and curiosity facilitate decision-making process regarding CPD practices (Popper & Mayseless, 2002). Therefore, educational leaders' hopeful vision, mission and destination encourage the provisions of professional and technical supports to school-based CPD practices of teachers.

The empirical studies carried out in Ethiopian context did not examine the applications of professional standards and performance indicators which provide a bench mark to professional growth and offer clear signposts for teachers on how to develop and grow throughout their professional careers (Donaldson et al., 2013). Since, no one cares more about

teaching as a career than teachers themselves. In Ethiopia, less attention has been given by the government to teachers' motivation to learn to change their practices from CPD activities, job performance evaluation, horizontal salary adjustment and transfer to other sites of work and hardship allowance (Darge, 2019). More specifically in the Ethiopian context, CPD framework didn't show alignments among teachers' CPD practices, performance evaluation and career growths (Girma, 2022). On top of the mentioned gaps, the governance of teaching profession is infused with political ambition that doesn't have moral tale to improve quality of teachers and their professionalism.

The alignments between teachers' career growth paths, participation in CPD activities, professional competencies and students' performance are vital factors for the effectiveness of the program at country level (Dawit, 2018). In the Ethiopian context, teachers get career structure growth (from beginner level to junior level, teacher level, higher teacher level, associate teacher level, lead teacher level, and to higher lead teacher level) through professional growth principles and guidelines (ETP, 1994). However, the executions of career growth paths permitted to teachers along professional hierarchies depend on their experiences and performance evaluation alone, and do not include the values of CPD practices. Even if, the provisions of career growth paths of teachers take long periods of time, CPD activities have higher values that the quantity and quality of CPD practices will have impacts on their career aspirations and commitments to lifelong learning (MoEYS, 2019). This conviction improves participation of teachers in school-based CPD activities. However, in the Ethiopian schools, the values of teachers' CPD practices are not included in their performance evaluation.

Schools cannot be effective unless the professionals who are working in them are effective. So that if the alignments of teachers professional development practices and their career growth paths are not ensured at grass root level, if the missed paradigms are not recognized on time, if educative policy measures are not taken at the right time, the professional dilemmas created and decline of quality of education will be aggravated. As quality of teachers matters the most, the stated difficulties affected teachers' professional competencies and creative capacities to search out local solutions for the problems linked to classroom practices. Therefore, the researcher is motivated to undertake a study on the alignments and missing links between primary schools teachers' CPD practices and their career growth paths. The purpose of the study was to evaluate the alignments between primary schools teachers CPD practices, performance evaluation and their career growth paths in Oromia regional state.

1.1 Research Questions

The following research questions were raised and answered throughout the study. These are:

- How much aligned are primary schools teachers' CPD practices, performance evaluation and their career growths?
 - a) How well does teachers CPD practices incorporated in teachers' performance evaluation?
 - b) What are the criteria for primary schools teachers' career growths in Ethiopia?
- To what extents are CPD practices contribute to their career growths?
- How much motivated and committed are those educational leaders' to offer professional and technical supports to teachers' CPD practices and their career growth paths?
- What factors affect the links between teachers' professional development practices and their career growths?

1.2 Significance of the Study

The alignments between teachers CPD practices, performance evaluation and their career growths provoke intrinsic and extrinsic motivation for teachers to actively participate in their content specific and proposed reflective activities. This professional motivation further contributes to the development of teachers' professional competencies, and improves students' learning outcomes in the classrooms. Besides, the alignment ensures the ongoing teachers' professional development practices as a lifelong learning. Finally, it can be a source of evidence for future researches to be conducted on problems related to CPD policy and practices.

2. Research Methodology

Based on practicalities of the purpose of the study and the interest of the researcher, a mixed method with concurrent triangulation design was selected and used throughout the study. The selection was based on four important criteria that influence the design of mixed methods. These are timing, weighting, mixing and theorizing procedures (Creswell, 2014). Therefore, the researcher employed four procedures such as design of objectives, basic research questions, data collection instruments, data collection and data analyses processes.

2.1 Sources of Data

The data were collected from both primary and secondary sources to get adequate evidences with respect to the study.

Accordingly, the researcher identified four categories of primary sources of data to examine relevance and effectiveness of primary schools teachers' CPD policy and its actual practices. These are teachers, coaches and mentors, principals, cluster supervisors, CPD committees, schools' CPD coordinators and experts of schools at woredas, zones, region and MoE levels, and parents selected from parent-teacher-association (PTA) members. Besides, the secondary sources of data were CPD action plans, and practical toolkit, portfolios and action research documents.

2.2 Sample Sizes and Sampling Techniques

The sample size of each target population was determined believing that the ideal sample size is large enough to be selected economically in terms of both time and complexity, and small enough to be manageable and specific for analysis (Creswell, 2014). The sample size for a probability sampling process depends on population size but also the confidence level and confidence interval. Thus, four key factors in sampling process have been judged. These are sample size, its representatives and parameters of samples, access to get the samples and sampling strategy to be used (Cohen, Manion, & Morrison, 2007). Unlikely, in a non-probability sampling, the central purpose of the study governs the selection of participants in that each type of sample seeks to represent itself.

The researcher selected Oromia regional state by using convenience sampling technique on the bases of its appropriateness for the researcher and possibility in terms of access to reasonable data collection activities ahead of the seriousness of teachers' CPD practice problems. These are ease of communication and understanding in the mother tongue language with primary schools teachers, mentors, CPD coordinators and committees, principals, cluster supervisors and experts at different hierarchies during data collection. Accordingly, two zones such as North Shewa and West Arsi zones were selected from 22 zones of Oromia regional states by using purposive sampling technique.

Table 1 showed that a total of 618 respondents were selected from 6680 sample frame units by using different non-probability and probability sampling techniques and participated in the study. Hence, 550 participants (84 principals, 96 mentors, and 370 teachers) were responded to questionnaires. 30 participants (7 schools' CPD coordinators, 7 Cluster supervisors, 3 PTA members, 13 teacher development experts were interviewed, and 7 CPD committees, 38 members) were engaged in focus group discussion.

2.3 Data Collection Methods

The multiple data collecting instruments used in this study were questionnaires, interview, focus group discussion, observations and document examination. Regarding this, Creswell (2014) suggested that employing multiple data collection tools help the researcher to strengthen inadequacies and ensure triangulation.

Table 1. Sample frame units and samples sizes of the main study

SN	Categories of Profession	Sample frame units	Samples	Sampling technique
		N	n	
1	Principals	90	84	Availability sampling
2	Mentors/experienced teachers	255	96	Simple random sampling
3	Primary schools subject teachers	5977	370	Stratified sampling
4	Schools' CPD coordinators	30	7	Purposive sampling
5	CPD committee members	210	7 com.(38)	Purposive sampling
6	Parents from PTA members	60	3	Purposive sampling
7	Cluster supervisors	45	7	Purposive sampling
8	TDP experts	7	7	Availability sampling
9	Zonal TDP experts	2	2	Availability sampling
10	Regional education TDP experts	2	2	Availability sampling
11	MoE TDP experts	2	2	Availability sampling
	Total	6680	618	

2.4 Pilot Study

The pilot study was conducted mainly to get insights for establishing appropriate design and procedures for the main study. Pertaining to this, it is very important to establish the internal consistencies such as validity and reliability of the

items in the tools for meaningful data collection process of the study (Fraenkel & Wallen, 2008). Then, validity of the instruments was checked by expert reviewers and the reliability of the instrument was $\alpha = 0.833$). Then, improvements were made on items of questionnaires and made ready for final data collection.

2.5 Methods of Data Analysis

The quantitative data were coded, tabulated, presented and analyzed by using descriptive and inferential statistics, and the qualitative data were narrated thematically. Thus, descriptive statistics and inferential statistics were designed to make assumptions about the characteristics of wider population (Cohen *et al.*, 2007). Accordingly, descriptive statistics such as the average mean was used to check the normal distribution of data, and the standard deviation measures the spread of data about the mean value. It is useful in comparing sets of data, which may have the same mean but a different range. Pearson correlation, Independent sample t-test, and a one-way-ANOVA are used to check the relationships between variables and mean differences among respondents respectively.

3. Results and Discussion

3.1 Primary Schools Teachers' Career Growth Ladders and CPD Practices

Evaluation of the relationships between teachers' career growth, professional competencies and their CPD practices are made based on the recommended seven career growth ladders for primary and secondary schools teachers in Ethiopia. The data showed that teachers' career growth ladder has 7 hierarchies based on their work experiences as shown below.

Table 2 shows that the majority of the respondents are in the positions of "beginner teacher", junior teacher", and "teacher" levels (28%, 20% & 28%) respectively in the 2019/2020 academic year. Although the criteria of career structure growth seem strict as one goes upward across the ladders, a significant number of the sample respondents (1%) have reached to the rank of "higher lead teacher". Regarding teachers' career structure growth in the Ethiopia situation, the document evidenced that the average duration to promote from one career ladder up to the next takes 3-4 years (MoE, 2012). It is further stated in the policy documents that effective teachers' CPD practices link to their career growths and professional competencies (MoE, 2009a; MoE, 2009b).

Table 3 showed that the correlations between career growth paths of teachers and their participation in an individualized and collaborative CPD practices are $r = 0.728$ and 0.675 , $p > 0.05$ respectively. This indicates that there are statistically significant positive relationships between teachers' perceptions along career growth paths. The correlation coefficients range positively from small to medium. Therefore, the Pearson correlation coefficients between teachers awareness of CPD practices at different career growth ladders and their participation in an individualized CPD practices ranges from ($r = 0.188$ to 0.491 , $p > 0.05$). Along the career paths from higher lead teachers to beginner teachers downwards across the ladders, there are low to medium level of perceptions. Similarly, the correlation coefficients between teachers' perceptions at different career structure ladders and their participation in collaborative CPD practices range from ($r = 0.153$ to 0.387 , $p > 0.05$). This correlation coefficient indicates that teacher participation in collaborative CPD practices range from small to medium. Thus, teachers' participation in collaborative and individualized CPD practices decrease as one goes from beginner teachers upward to higher lead teachers across their career growth hierarchies.

Table 2. Sample teachers' positions in the career growths

S N	Career structure ladders	N	%	Rank order
1	Beginner teachers	129	27.51	2
2	Junior teachers	94	20.04	3
3	Teachers	132	28.14	1
4	Higher teachers	55	11.73	4
5	Associate teachers	32	6.82	5
6	Lead teachers	21	4.48	6
7	Higher lead teachers	6	1.28	7
	Total	469		100.00

Table 3. Correlation between teachers' career growths and participation in CPD practices

Career Growth Paths	Correlations	Total career structures	Participation in individual CPD	Participation in collaborative CPD
Total-career structures	Pearson correlation	1	0.728**	0.675**
	Sig. (2-tailed)	0.000	0.000	0.000
Beginner teacher	Pearson correlation	0.665**	0.491**	0.387**
	Sig. (2-tailed)	0.000	0.000	0.000
Junior teacher	Pearson correlation	0.585**	0.328**	0.315**
	Sig. (2-tailed)	0.000	0.000	0.000
Teacher	Pearson correlation	0.587**	0.271**	0.264**
	Sig. (2-tailed)	0.000	0.000	0.000
Higher teacher	Pearson correlation	0.443**	0.256**	0.249**
	Sig.(2-tailed)	0.000	0.000	0.000
Associate teacher	Pearson correlation	0.447**	0.242**	0.221**
	Sig.(2-tailed)	0.000	0.000	0.000
Lead teacher	Pearson correlation	0.620**	0.201**	0.172**
	Sig.(2-tailed)	0.000	0.000	0.000
Higher lead teacher	Pearson correlation	0.589**	0.188**	0.153**
	Sig.(2-tailed)	0.000	0.000	0.000

**-positive linear correlation

Table 4. One-sample t- test of participation of teachers in CPD activities

Variable	Group	N	Mean	SD	SEM	Test Value	t	DF	Sig. (2-tail)	Mean d/ce
Participation of teachers in collaborative & individualized CPD activities	Teachers	466	16.86	3.09	0.59	16	1.44	465	0.153	0.86
	Principals	84	20.71	4.33	1.32	29	-6.29	83	0.000	-8.29

Table 4 showed that the mean score of teachers ($M = 16.86$) is not significantly different from the test value (16), $t(465) = 1.44$, $p > 0.05$, showing that teachers (subject teachers and mentor teachers) have relatively positively perceived that teachers at different career ladders participate in collaborative and individualized CPD activities where as the mean score of principals ($M = 20.71$) is significantly different from the test value (29), $t(83) = -6.29$, $p < 0.05$ signifying that there is no clear evidence suggesting that teacher career growth hierarchies affect teachers participation in their collaborative and individualized CPD activities.

Regarding these arguments, one of the interviewees suggested his views about the association between teachers' participation in CPD practices and the executions of career growth paths as follows. He said that,

I am not clear with the association between the practices of teachers' CPD activities and career growth paths. Because, most of the time, teachers' career growth paths depend on their experiences, upgrading and performance evaluation from 100% as per the government rules and regulations. However CPD activities account a maximum of 5% in almost all schools. Thus, I am not sure that whether or not special focus is given to teachers' participation in CPD practices in line to their career growth paths (IP30, 22/1/2020).

Moreover, one of the participants briefly discussed about the alignments of teachers' career growth ladders and their participation in CPD practices as,

I think the lateness and untimely release of teachers' career structure growth after many years by the national government, many teachers reached to the levels of associate teachers, lead teachers and higher lead teacher levels are forced to leave the profession. Besides, in between the lines of career ladders, the amount of salary difference is not affordable to improve teachers' lives, and it usually takes 3-4 years to get such career growth. For instance, to grow from beginner to junior, then to teacher, associate, higher, lead and higher lead teacher takes many years on top of the

strict criteria upward. This has initiated the shift from employment to leaving teaching occupation, and thus, lead to the crises of 'brain gain to brain drain' settings (IP22, 15/2/2020).

The data collected from demographic profiles of teachers and document analyses revealed that experienced teachers reached to higher levels of career growth structures (associate, lead and higher lead teachers) with high professional competencies are leaving primary schools. As a result, they join secondary schools due to upgrading of their academic status, retirement and leaving the occupation at all and looking for better jobs due to lack of motivation.

Therefore, the findings indicated that the status of teachers' participation in CPD practices decrease as one goes upward along the career growth ladders of teachers due to dissatisfaction of teachers on teaching profession in terms of salary adjustments or increments, motivation, values, benefits and prestige compared to other classical professions. At the moment, teachers are chiefly the victims of economic inflation, and unable to fulfill their basic needs. These negative consequences influence the implementation of school-based teachers' CPD activities.

3.2 Criteria of Career Growths and Teachers' Participation in CPD Practices

The relationships between the criteria used for teachers' career growth paths and their engagements in CPD practices were evaluated by using Pearson's correlation.

Table 5. Correlation between standards of career growths and CPD practices

Criteria of career growth paths	Correlations	Total_standards	Participation in CPD activities
Total_standards	Pearson correlation	1	0.648**
	Sig. (2-tailed)	0.000	0.000
Experiences	Pearson correlation	0.619**	0.205**
	Sig. (2-tailed)	0.000	0.000
Qualifications	Pearson correlation	0.555**	0.306**
	Sig. (2-tailed)	0.000	0.000
Professional competencies	Pearson correlation	0.487**	0.175**
	Sig. (2-tailed)	0.000	0.000
Learning outcomes	Pearson correlation	0.343**	0.129**
	Sig.(2-tailed)	0.000	0.000
Career ladders	Pearson correlation	0.689	0.287**
	Sig.(2-tailed)	0.000	0.000

** - positive linear correlation

Table 5 showed that the total standards for criteria of teachers career growth paths has strong correlation of $r = 0.648$ with participation of teachers in CPD activities. There are statistically significant positive relationships between the criteria of career growth paths and teachers' participation in CPD practices. Practically, the relationship between work experiences of teachers and implementations of CPD activities ($r = 0.205, p > 0.05$), and qualification and teachers participation in CPD activities is large ($r = 0.308, p > 0.05$), and the correlation coefficients between professional competencies and their participation in CPD activities was ($r = 1.75, p > 0.05$). Besides, the correlation coefficients between teachers CPD activities and students' learning outcomes ($r=0.129, p > 0.05$). The correlation coefficients between teachers career growth paths and their participation in CPD practices is ($r = 0.287 p > 0.05$). Thus, the correlation coefficients between the five variables and teachers participation in CPD activities are small and ranges from ($r = 0.129$ to $0.308, p > 0.05$). This shows that teachers' motivation to learn from CPD practices was low when evaluated based on the criteria set for career growths.

Table 6. One-sample t-test on the impacts of teachers' career growths on CPD practices

Variable	Groups	N	Mean	SD	SEM	T-value	t	DF	Sig. (2-tailed)	Mean d/ce
The impacts of criteria of teachers' career growth paths on CPD practices	Teachers	368	10.69	2.83	0.28	9	6.06	367	0.000	1.69
	Mentors	93	17.74	6.38	1.15	17	0.648	92	0.522	0.74
	Principals	82	16.42	7.69	2.22	17	-0.263	81	0.798	-0.58

Table 6 showed that the mean score of teachers ($M = 10.69$) is significantly different from the test value (9), $t(367) = 6.06$, $p < .05$, indicating that teachers have negatively perceived the impacts of teachers' career growth paths on CPD practices. In contrast, the mean score of mentors ($M = 17.74$) and the principals ($M = 16.42$) were not significantly different from the test value (17), $t(92) = 0.648$, $p > 0.05$; $t(81) = -0.263$, $p > 0.05$, respectively. The results are not statistically significant difference that there is sufficient evidence to suggest that the impacts of teachers' career growth paths on the CPD practices at the p 0.05 levels.

Additionally, to complete the discrepancies of agreements between groups of respondents in line to the criteria used for teachers' career growth practices for-and-against CPD practices, the FGP5 members genuinely debated and forwarded their suggestions as,

A teacher, 'T' supposed that in the Ethiopian context, experiences, qualification, competency and self-efficacy of teachers are not practically aligned to CPD activities and by implication not aligned to career growth structures of teachers. This misalignment contributed to the delay of teachers' career growth for many years. As a result, many primary school teachers were forced to leave teaching profession which caused high turnover... Likewise, a teacher, 'R' reflected that the approaches of provision of teacher career growth is not motivating and not depending on clear criteria of professional indicators and standards. This can never help to measure the efforts of teachers' participation in CPD activities and never guarantee their career structure growth on the right time and place (Date: 11/1/2020).

Although teachers' career structure growth either salary adjustment and increment or to educational leaders based on their experiences, teachers were not motivated and developed self-efficacy to be participated in CPD practices. The criteria and the career structure growth were not proficiently aligned. Due to this misalignment, teachers' motivation engage in the CPD practices whether they are experienced or qualified was found to be low. Thus, teachers' career structure growth was not properly executed based on teachers' participation in CPD practices and competencies developed though teachers' competencies meet professional standards that possess qualified professional backgrounds (Hargreaves, 2000; MoE, 2009a). This finding refutes the slogan that states CPD is something that makes me a better teacher (MoE, 2009a; MoE, 2009b) that improves professional competencies required for classroom practices.

3.3 The Influences of Educational Leaders on Teachers' CPD Practices

Descriptive and inferential statistics are used to analyze that data about educational leaders' responsibility and commitments in making professional and political decisions, and opting better careers growths approaches to assure CPD practices. Accordingly, average means, standard deviation and one-way-ANOVA were used to find out the possible variations of means across teachers, mentors and principals.

Table 7 showed that the average means of the three groups of respondents lie below the expected mean value. However, the average means score or principals are relatively higher than others. This indicates that principals have relatively better agreements on the practices of educational leaderships in facilitating the implementations of teachers' CPD activities.

Table 7. Means and Std. dev. of leadership practices on CPD activities

Variable	Groups	N	Mean	Std. deviation
Motivations and commitments of educational leaders to ensure CPD practices	Teachers	366	14.72	3.815
	Mentors	95	13.89	3.133
	Principals	84	17.54	2.533
	Total	545	15.296	3.130

Table 8. One-way-ANOVA of leadership practices on CPD activities

Sources of variations	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	159.949	2	79.975		
Within Groups	21,725.973	543	41.011	1.950	.145
Total	21,885.922	545			

Table 8 indicated that there was no statistically significant difference at $p > 0.05$ level in mean scores for the three groups of respondents [$F(2, 543) = 1.950, p = 0.145$]. Therefore, the three groups of respondents were felt unfavorable with the motivation and commitments of educational leaders to offer organizational and expert supports to teachers CPD activities. Moreover, the respondents felt less favorable on their efforts of decision-making and opt new career structure growth methods for teachers through strengthening school-based CPD activities. The three categories of respondents rated the average means below an expected mean on leadership practices; communication, motivation, teamwork and decision-making practices.

Similarly, the efforts made by different categories of educational leaders at different hierarchies in line to supporting teachers' CPD practices and opting new career growth approach are evaluated by the participants of the study. In view of that one interviewee indicated that,

I think that educational leaders such as principals, supervisors and TDP experts are not accountable, responsible and committed to perceive CPD as something professionally support teachers and themselves rather than contemplating this reform as a government agenda to be implemented. I myself assume CPD intervention as a political ideology that tires teachers linking it with the consumption of their extra times without any refreshment and other professional benefits. Yet, some educational leaders are not in a position to mentor, guide, monitor and give feedback and reflections to teachers on CPD practices were not doing so, and are not able to prepare teachers for new career paths. Still, some educational leaders are not willing to take responsibilities and are not committed to improve teachers' competencies through provision of technical and professional supports (IP24, 17/3/2020).

Besides, the parent who was selected from PTA members suggested about the commitments and responsibilities of educational leaders at different hierarchies including principals in creating conducive learning milieu for school-based CPD activities. She summarized her experiences as,

I think that educational leaders have to fulfill necessary facilities for teachers' professional development practices. However, the efforts made were not enough to motivate teachers to participate in their CPD practices. Additionally, I think that they have the responsibilities to provide motivation such as salary increases, any other professional values and compensation for best performing teachers. However, I haven't seen any professional values given to teachers in my experiences in the teaching profession regarding the implementations and success of CPD practices (IP29, 21/1/2020).

Therefore, educational leaders were not capable, optimistic, committed and transparent to choose best professional development practices to teachers in their schools, and career structure growth in their life to ensure quality of the teaching forces. Thus, although less accountability and more responsibility for better CPD practices are required, the participation of practitioners in CPD practice is scared out of the wits of stakeholders and being thrown only to schools with no structural follow-ups, monitoring, feedback, reflections and other expert support systems.

Pertaining to the efficacy of school leadership, Darge (2019) suggested that at the risk of sounding political naïve, professional competency was over ridding criterion for the appointment of school leaders. As a result, the emphases they give to CPD practices are minimal. Likewise, Clarke *et al.* (2020) argued that school-based CPD practices of teachers cannot be effective without the supports of school leaders in creating conducive conditions for learning. Moreover, some evidences indicated that optimistic orientations and intellectual openness, curiosity and flexibility (Popper & Mayseless, 2002) are important in the executions of teachers' CPD program. However, the contributing features are missed from educational leadership practices in making decisions and choosing better career growth approaches for primary school teachers.

4. Conclusions and Recommendations

Teachers' career growths either vertical increments or horizontal adjustments of salary or to the positions of educational leaders such as principals, supervisors and TDP experts were not performed based on the competencies they learned from CPD activities. Rather, it depends on experiences, qualifications and political naïve. The status of teachers' participation in CPD practices decrease as one goes upward along the career growth ladders due to dissatisfaction of teachers on the teaching profession in terms of salary adjustments, motivation and rewards and professional prestige. Similarly, the inclusion of CPD practices in teachers' performance evaluation fosters their participation in activities and contributes to career growths. Thus, the worth given to CPD practices in teachers' performance evaluation should be upgraded at least to 35% per semester in an academic year. However, the professional development implementation from basic professional development (induction program) to in-service program that focuses on teachers professional competency development (knowledge, skills and dispositions), classroom instruction and students' learning outcomes should requires radical improvements at the base of educational arena.

School principals had better possess digital leadership competencies (numerical and authorized competencies) as they

are key personnel who have political and professional authorities to choose best career structure growth strategies for teachers to cope up with economic inflation paradoxes in the 21st century knowledge-based competitions. Accordingly, principals are encouraged to be optimistic to their visions, missions, destinations, skillful and innovative in creating conducive CPD practice centers. Educational leaders unsympathetically need to rebuild career structure ladders of teachers and fulfill the gaps observed in teachers' CPD practices. Thus, they are expected to develop experiences, tangible abilities and skills to choose and manage best careers growth opportunities for teachers which are entirely based on their inherent motivation to learn to change their practices and triumvirate professional competencies/ performances. This competency should be grown up from their CPD practices, performances, competencies and students' learning outcomes.

5. Declaration of Conflicting Interests

We have declared that no competing interest exists. The products used for this research are commonly and predominantly use products in our areas of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge.

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