

## **The Effect of Bottom-Up Continuous Professional Development Approach on English Language Teachers' Self-Efficacy Belief**

**Endelibu Goa, (PhD Candidate)**

Lecturer, Department of English Language & Literature Arba Minch University

Email: endelibugoa@yahoo.com

Tel: (+251) - 972784513

Arba Minch, Ethiopia

### ***ABSTRACT***

This study was an attempt to examine the effects of bottom-up Continuous Professional Development (CPD) approach on English language teachers' self-efficacy belief. This research work was mainly experimental in design. 60 randomly selected teachers (30 for the control group and 30 for the experimental group) were involved from seven primary schools in Arba Minch. The data gathered through different instruments were subjected to both quantitative and qualitative analysis. An independent sample t-test was employed to examine the effect of the intervention between the control and experimental groups. Training materials which consisted bottom-up CPD approach were prepared and used during the experiment. The experiment was conducted for two semesters on the experimental group. The effects of bottom-up CPD approach on teachers' self-efficacy belief were examined through an independent sample t-test. The results of an independent sample t-test showed that there was a significant difference between the control group and an experimental group in teachers' self-efficacy belief ( $P < 0.05$ ). On the basis of the findings of the study, it was concluded that bottom-up CPD approach could have a significant effect on subjects' self-efficacy beliefs. Based on this, conclusions and recommendations were made.

Key terms: Continuous Professional Development, Self-efficacy Belief, Perception, pedagogic effectiveness.

## **1. INTRODUCTION**

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. The upgrading of national English proficiency, then, is predicated largely on the professional competence of the teaching force (Hu, 2001). 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).

On top of that the English language also plays a significant role in the country's educational system. Especially, at the primary level, English is a key to all subjects. Because, English language is been given as a subject and used as a medium of instruction. 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. 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. 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. 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. They argue that the quality of ELT teachers is very low and the product of higher education system of these countries cannot compete internationally.

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. 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. This is due to the fact that English is taught as a subject and used as medium of instruction in Ethiopia. However, (Eba, 2013) asserts that Ethiopian ELT teachers have big gaps in subject matter knowledge, pedagogic effectiveness, and their self-efficacy. 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.

Due to the above facts, improving ELT teachers' quality is found to be a key for quality of education. Therefore, in every world of education, teachers' CPD program has received due attention. On the other hand, it is widely believed that CPD positively affect the teachers' self-efficacy belief and pedagogic effectiveness. 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. At present, the Ministry of Education in Ethiopia has realized that recent developments in the English language teaching

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demand that teachers who were qualified some years ago be given CPD trainings. 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 pedagogic effectiveness.

Teachers' professional development can affect their self-efficacy and their pedagogic effectiveness. Teachers with high self-efficacy establish correct norms for themselves, endure while confronting educational barriers and have a stronger competence to improve teacher quality. Different definitions have been demonstrated for teacher self-efficacy in the teaching context for example, Bandura (1997) was the first who made known the concept of self-efficacy and defined it as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments". Also, Tschannen-Moran and Hoy (1998) mentioned that teacher self-efficacy is "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context".

Various studies have been done on the relationship between teachers' self-efficacy with CPD. For example, Moradkhani, Raygan, and Moein (2017) investigated the relationship between EFL teachers' reflective practices and self-efficacy. Their findings revealed that teachers' reflective practices had a significant positive effect on their self-efficacy. This result highlighted the role of reflection in improving teachers' self-efficacy. Also, reflective teaching has been considered as an effective way to develop and empower teachers. So, as reflective teaching is part of CPD, from this aspect it can be related with CPD. In this study, therefore, an attempt has been made to investigate whether or not bottom-up continuous professional development approach affect EFL teachers' self-efficacy beliefs.

### 1. Significance of The Study

It was assumed that this study might generate some useful information about the effect of bottom up CPD on teachers' their self-efficacy belief. The information gained from this study could be of great help for program designers and Ministry of Education to conduct further investigation to justify future course of action. The results of this study may also draw the attention of CPD experts, teacher education, and material developers. Also, education departments at different level, CPD coordinators, and EFL teach would be benefited from the findings of the study. In addition, the findings would help to recommend on the nature, content, needs of participants, and implementations of CPD in the ELT context. Finally, as more research needs to be conducted especially in the area of the effects of bottom-up CPD the results of this study could provide a useful base for further future research in this area in the Ethiopian context.

### 2. Review of Related Studies

#### 2.1. The Essence of Self-Efficacy

To begin the review with definition, Bandura (1997) defined the construct of self-efficacy as an individual's belief in his or her capability to organize and execute the course of action required to manage prospective situations. According to him, self-efficacy is a task-specific belief that regulates choice, effort, and persistence in the face of obstacles and in concert with the emotional state of the individual. Bandura further added that the task-specific focus of self-efficacy distinguishes it from

more global concepts such as self-esteem or confidence. An individual's efficacy beliefs are built from diverse sources of information that can be conveyed vicariously through social evaluation as well as through direct experience (Bandura, 1986).

In addition, self-efficacy beliefs are seen as important elements in many current views of motivation (Graham & Weiner, 1996). They have also been found to mediate a number of individual variables relevant to teacher effectiveness such as job satisfaction, intention to quit the job, training and job adjustment in newcomers and the connection between carefulness and ongoing learning. These and other characteristics of self-efficacy beliefs suggest the construct holds considerable promise for the improvement of teacher development efforts.

From the above scholars' views, we can possibly summarize that self-efficacy belief refers to individual's ability of performing the entire task or action. Particular to the context of this study, self-efficacy belief refers to the EFL teachers' beliefs about their ability of handling student engagement, instructional strategies, and classroom management. In the study, the EFL teachers' level of self-efficacy belief was examined before the experiment (training). After the experiment had completed, the effects of the experiment on the EFL teachers' level of self-efficacy belief was examined. The experiment was resulted with statistically significant difference on the subjects mean scores before and after the experiment. Also, the results gathered with other data collecting tools were confirmed that the experiment of the study was positively affected the level of EFL teachers' level of self-efficacy belief.

Teaching by its very nature involves solving ill-defined problems that are complex, dynamic, and non-linear. Consequently teacher effectiveness is largely dependent on personal assistance, or how teachers define tasks, employ strategies, view the possibility of success, and ultimately solve the problems and challenges they face. It is this concept of personal assistance the capacity of teachers to be self-organizing, self-reflective, self-regulating and proactive in their behavior that underlies the importance of self-efficacy as a critical component in teacher effectiveness. The link between personal assistance and a teacher's efficacy beliefs lies in personal experience and a teacher's ability to reflect on that experience and make decisions about future courses of action. Taking the link between personal assistance and teachers' efficacy belief, one can easily understand that how CPD can affect the overall performance of the teacher.

## **2.2. The Effect of Self-Efficacy Beliefs on Teacher Effectiveness**

The reviews on the effects of teacher self-efficacy show that the study of teacher self-efficacy has evolved over the years and has revealed a wealth of information indicating that self-efficacy may contribute to teacher effectiveness in a number of ways. With similar assumptions of self-efficacy beliefs in the current study, numbers of global scholars (for example, Allinder, 1994; Guskey, 1988; Stein & Wang 1988; Hani, Czerniak, & Lumpe, 1996; Ross, 1992; and Eden & Kinnar, 1991) showed that teacher' self-efficacy beliefs could affect their professional performances. Their evidences suggest that positive self-efficacy beliefs can increase the extent to which teachers are willing to transfer skills learned during professional training to the classroom.

For example, Eden & Kinnar (1991) in their research on employee training has demonstrated that interventions aimed at raising self-efficacy with regard to specific future behaviors significantly

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increased the chance individuals will reveal those behaviors on the job. Also, Allinder (1994) in his study with teachers has shown that those high in teaching self-efficacy tend to explore more alternative methods of instruction, seek improved teaching methods, and experiment more extensively with instructional materials. The study further suggests that self-efficacy beliefs can enhance a teacher's ability to respond effectively to stressful and challenging situations. More similarly, Other researches( for example, Guskey & Wang 1988: Hani, Czerniak, & Lumpe, 1996; Ross, 1992) indicated that teachers with strong, positive efficacy beliefs about their teaching ability are more likely to take risks and use new techniques and to experiment and persist with challenging strategies that may have a positive effect on student achievement. These findings are consistent with research that has shown that individuals who have high, positive efficacy beliefs feel more challenged but less threatened by stressful conditions than those with low self-efficacy. There are also indications that efficacy beliefs can influence how hard and how long an individual will persevere at a particular task, how resilient people will be when faced with obstacles, and the amount of stress or anxiety they will experience in a given situation.

From the above scholars' points of view, we can conclude that it is evidence that self-efficacy beliefs can influence the extent to which the teachers perform classroom practices. We can also possibly understand that such an influence might be seen in the quality of education in general and quality of English language teaching. In line with this, the current researcher assumed that the positive effects on teachers' self-efficacy beliefs might have positive effects on their teaching performances; and there by positive effects on the quality English language teaching. To this point, Gist, Bavetta, & Stevens (1990) argue that increases in self-efficacy have been linked to improved performance for both cognitive tasks and interpersonal both critical factors in teacher effectiveness. With these assumptions, CPD trainings were given as an intervention in the study. Research has also shown that individuals with higher levels of self-efficacy perform better in trainings interventions aimed at raising task specific self-efficacy can significantly improve performance during classroom (Gist, Schwoerer, & Rosen, 1989). In addition, teachers high in self-efficacy have been found to exhibit higher levels of professional commitment, another factor suggesting they may be more motivated to attend, participate in, and learn in professional training.

In general, a number of studies have demonstrated that teachers with high levels of self-efficacy regarding their ability to teach can produce superior student achievement across a range of academic subjects. For example, Podell & Soodak (1993) stated that high self-efficacy teachers are also more fitting to produce better student outcomes because they are more persistent in helping students who are having difficulty and are less likely to be critical of students that make errors, They further added that teachers with strong self-efficacy beliefs have also been shown to be better organized, to engage in more effective planning and are more likely to set high performance standards for themselves as well for their students.

### 3.3. Dimensions of Teachers' Self-efficacy

Tschannen-Moran and Hoy (2001) devised the Teachers' Self-Efficacy Scale (TSES) that assesses based on three dimensions of (1) student engagement, (2) efficacy for instructional strategies, and (3) efficacy for classroom management. This scale gives us information about teachers' level of self-efficacy in educational context. Also, different studies have been done in the area of professional

development for teachers. Mizell (2010) in his study revealed that how teachers benefit from CPD. He argued that continuing professional development strategies assist teachers choose the best instructional approaches for the improvement of learners' learning processes.

A review of the current literature shows that ELT teachers' self-efficacy is influenced by many factors, including teaching strategies, active mastery experience, teachers' practical knowledge and language proficiency, as well as professional development training. The last factor is relevant to the current study. There have been inconclusive findings regarding the effect of professional development training. Teachers' professional development can affect their self-efficacy. Teachers with high self-efficacy establish correct norms for themselves, endure while confronting educational barriers and have a stronger competence to improve student learning.

Examining the relationship between these two factors of English language teachers' CPD and their self-efficacy can offer suggestions for ELT teachers and decision-makers in this field in order to improve the quality of both teaching/learning environments as well as the quality of professional development for teachers. Effective professional development plans have the capacity to promote teachers' knowledge and proficiencies in order to effectively affect student learning. Therefore, because of the importance and scarcity of studies in this field, this study aimed to engage in this important issue. So, one of the purpose of this study is to examine the effects of needs-based continuing professional development practice on ELT teachers' and self-efficacy.

This literature review clearly highlights that education is a backbone for every country's social, economic and political development in the world. It also shows that the quality of education in general and quality of English language teaching in particular has irreplaceable role for such countries development. The current review further points out that most of the countries in the world have paid due attention for improving quality of education. However, many countries throughout the world have been facing serious problems due to poor quality education.

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 bottom-up continuing professional development practice on ELT teachers' self-efficacy

### 3. Objectives of The Study

The aim of this study is to examine the effect of Bottom-up Continuous Professional Development approach on English language teachers' self-efficacy belief in primary schools of Arba Minch town administration.

### 4. Hypotheses of The Study

In this study, therefore, an attempt has been made to investigate whether or not bottom-up continuous professional development approach affect EFL teachers' self-efficacy beliefs. Thus, the following null and alternative hypotheses have been formulated:

H0 There is no statistically significant difference in the EFL teachers' self-efficacy belief between the existing CPD practice the bottom-up CPD approach.

H1 There is statistically significant difference in the EFL teachers' self- between the existing CPD practice the bottom-up CPD approach.

### 5. Subjects of the Study and Sampling Procedures

60 EFL teachers (30 for an experimental group, 30 for control group) were selected out of the total 78 teachers. The reason for making 30 EFL teachers within each group was so as to fit with the assumption of the research design. The selected schools and ELT teachers were considered as representatives of the town administration

#### 5.1. Statistical Techniques Used in the Present Study

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' self-efficacy beliefs, T-test was employed in this study. Independent-samples t-test was run to measure differences between experimental and control groups in pre-intervention and post-intervention tests. The magnitude of the intervention's effect was calculated employing eta squared which commonly used as effect size statistics of Cohen, (1988).

#### 5.2. Data Analysis and Interpretation

**Table 6.2.1: Results of Statistical Analysis of the Independent Sample T-test of EFL Teachers' Self-efficacy Belief in Student Engagement**

Dimension	Intervention	Control Group			Experimental Group			D/f	T-Value	P-Value	Significance
		N	M	SD	N	M	SD				
Student Engagement	Pre-Intervention	30	22.57	4.97	30	23.47	6.01	58	-.026	.980	Not Sign.
	Post-Intervention	30	22.60	5.10	30	29.60	8.63	58	-3.19	.002	Significant

The above Independent sample t-test table displays that the average scores of the control group of 30 EFL teachers and the experimental group of 30 EFL teachers are 22.57 and 23.47 correspondingly for the pre-intervention test. The standard deviation of the control group and the experimental group are calculated as 4.97 and 6.01 respectively for the pre-intervention test. Regarding the t-value and the p-value, the t-value is -.026 and the p-value is .980. Thus, the difference between the above two scores was found to be statistically insignificant indicating that the experimental group made no significant difference over its pre-intervention test compared to that of the control group.

The post- intervention test scores of the control group and the experimental group are also shown above. As can be seen from the table, the average scores of the control group of 30 EFL teachers and experimental group of 30 EFL teachers are 22.60 and 29.60 respectively for the post- intervention test. The standard deviation of the control group and the experimental group in the post- intervention test is computed as 5.10 and 8.63 respectively. Besides, the above table shows that the t-value is -3.19 and the p-value is .002. The difference between the two scores was found to be statistically significant indicating that the experimental group made a significant effect over its post- intervention test compared to that of the control group. The findings of the tests thus seem to indicate that the bottom-up CPD approach could have statistically significant effect on EFL teachers' self-efficacy belief in student engagement.

**Table 6.2.2: Results of Statistical Analysis of the Independent Sample T-test of EFL Teachers' Self-efficacy Belief in Instructional Strategies**

Dimension	Intervention	Control Group			Experimental Group			D/f	T-Value	P-Value	Significance
		N	M	SD	N	M	SD				
Instructional Strategies	Pre-Intervention	30	22.50	5.64	30	21.73	5.04	58	-.092	.927	Not Sign.
	Post-Intervention	30	22.63	5.53	30	28.60	10.90	58	-3.13	.003	Significant

An independent-samples t-test was conducted to compare the EFL teachers' self-efficacy belief in instructional strategies scores of the control group and experimental in pre-intervention and post-intervention. In the pre-intervention, there was no significant difference in scores for control group ( $M=22.50$ ,  $SD=5.64$ ) and experimental group [ $M=21.73$ ,  $SD=5.04$ ;  $t(58)=1.62$ ,  $p=.927$ ]. Similarly, an independent-samples t-test was conducted to compare the EFL teachers' self-efficacy belief in instructional strategies scores in the post-intervention.

There was significant difference in scores for control group ( $M=22.63$ ,  $SD=5.53$ ) and experimental group [ $M=28.60$ ,  $SD=10.90$ ;  $t(58)=-3.13$ ,  $p=.003$ ]. The difference between the two scores was found to be statistically significant indicating that the experimental group made a significant effect over its post- intervention test compared to that of the control group. The findings of the tests thus seem to indicate that the bottom-up CPD approach could have statistically significant effect on EFL teachers' self-efficacy belief in instructional strategies.



**Table 6.2.3: Results of Statistical Analysis of the Independent Sample T-test of EFL Teachers' Self- efficacy Belief in Classroom Management**

Dimension	Intervention	Control Group			Experimental Group			D/f	T-Value	P-Value	Significance
		N	M	SD	N	M	SD				
Classroom Management	Pre-Intervention	30	21.77	4.89	30	22.33	5.94	58	-.983	.330	Not Sign.
	Post-Intervention	30	23.03	5.09	30	28.63	6.41	58	-3.94	.000	Significant

Similarly, Table 4.17: shows the average scores of the Control and Experimental groups in Pre-intervention test and post- intervention test. As noted above, the average scores of the control group of 30 and the Experimental group of 30 EFL teachers are 21.77 and 22.33 respectively for the pre-test. The standard deviation of the control group and experimental group is computed as 4.89 and 5.94 respectively for the pre-test. The t-value is -.983 and the P-value is .330. Therefore the EFL teachers' self- efficacy belief in classroom management in both groups did not significantly differ. The experimental and control groups have similar pedagogic effectiveness in pre-intervention test.

The post- intervention test scores of the Control and Experimental groups are also shown in Table 4.17. As can be seen from the table 4.11, the average scores of the control group of 30 and experimental group of 30 are 23.03 and 28.63 respectively for the post-test. The standard deviation of the Control group and Experimental groups in post-test is computed as 5.09 and 6.41 respectively. Moreover, the above table shows the t-value is -3.94 and the P-value is 000. The difference between the above two scores was found to be statistically significant, indicating that experimental group made significant improvement over its post-test compared to the control group. Therefore, the findings of the tests seem to indicate that the bottom-up CPD approach positively affected the **self-efficacy belief in classroom management** of the experimental group.

**Table: 6.2.4: Results of Statistical Analysis of the Independent Sample T-test of EFL Teachers' self-efficacy belief**

Intervention	Control Group			Experimental Group			D/f	t-value	P-value	Significance
	N	M	SD	N	M	SD				
Pre-Intervention	30	66.83	13.44	30	67.53	13.26	58	-439	.662	Not sig.
Post-Intervention	30	68.27	11.80	30	88.83	23.28	58	-3.94	.000	Significant

Table: 4.18, indicates the average scores of Control and Experimental groups in pre-intervention test and post-intervention test. As shown above, the average scores of the control group of 30 and the Experimental group of 30 EFL teachers are 66.83 and 67.53 respectively for the pre-intervention test. The standard deviation of the control group and experimental group is computed as 13.44 and 13.26 respectively for the pre-test. Regarding the t-value, it is -439 and the probability value (P-value) is

.662. Therefore the difference between the above two scores was found to be statistically insignificant difference over its pre-test compared to that of the control group ( $P > 0.05$  i.e. .662).

The post- intervention test scores of Control and Experimental groups are also shown in Table 4.10. As can be seen from the above table 4.18, the average scores of the control group of 30 and experimental group of 30 are 68.27 and 88.83 respectively for the post-intervention test. The standard deviation of the Control group and Experimental groups in post-intervention test is computed as 11.80 and 23.28 respectively. Besides, the t-value is -3.94 and the P-value is below 0.05 (i.e. .000). Thus post-intervention test scores were found to be statistically significant indicating that the Experimental group made significant improvement over its post-intervention test compared to the control group. Therefore, the findings of the tests seem to indicate that bottom-up CPD approach had considerable contribution in affecting EFL teachers' self- efficacy belief.

To see whether the effect size which is symbolized as ( $r$ ) is small, medium or high, it must be calculated and the results should be known. The effect size is calculated by the square of t-test score over the square of t-test square plus a degree of freedom. Hence, the effect size is  $r = \sqrt{\frac{3.94^2}{3.94^2 + (30+30-2)}}$  = 0.20. The effect size is 0.20, which means that the subjects of the study scored better results in the post- intervention test than the pre-intervention-test. This is considered as the highest effect size. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted. It is concluded that teachers' self-efficacy belief score showed effect due to the two semester's intervention.

## 6. Conclusions

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

In this study, bottom-up 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 activities. During the experiment, pair and group work activities were used. This gave the teachers opportunity to interact with each other in the bottom-up CPD activities. As a result, there were significant differences on EFL teachers' self-efficacy belief. This research work, therefore, concludes that CPD activities should be presented based on the actual needs of teachers, in a contextualized way, and focusing on subject specifications. From the results of the pre-intervention test and post-intervention test, the teachers' responses to the interview, from teachers' reflections during the FGDs , it is reasonable to conclude that bottom-up CPD approach is valuable in improving EFL teachers' self-efficacy belief in primary schools in Ethiopia.

## 7. Recommendations

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

Continuous Professional Development activities should be designed based on teachers' needs and focusing on specific subject-matter so that teachers could be engaged in meaningful and purposeful CPD activities. 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.

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- Design bottom-up approach prioritizing the teachers' actual CPD needs in ground.
- Separately address each subject-matter and provide related materials as well.
- Contextualized CPD activities based on particular subjects.

The Education Department, primary schools, and CPD coordinators of the schools in the study area should have awareness about the effects of bottom-up CPD on teachers' subjects' self-efficacy belief. Both the hard and soft copies of this study will be given for the above bodies. Finally, with the respect of limitations and gaps of this study, the researcher recommends further studies on the effects of bottom-up CPD practices in the ELT context.

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