

**THE EFFECT OF LICENSING ON SECONDARY SCHOOLS TEACHERS'
TEACHING EFFECTIVENESS IN JIMMA ZONE**

BY

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Abbreviations and acronyms

CRC	Cluster Resource Center
CTQ	Center for Teaching Quality
ETP	Education and Training Policy of Ethiopia
ELIP	English Language Improvement program
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MoE	Ministry of Education
PST	National professional standards for Teachers
SMASEE	Sciences and Mathematics Education of Ethiopia
SRS	Stratified Random Sampling
PS	Professional Standard
PSFT	Professional Standards for Teachers
TDP	Teachers Development Program
USA	United States of America
OECD	Organization for Economic Co-operation and Development

Abstracts

The main purpose of this study was to examine the effects of licensing on secondary schools teachers teaching effectiveness in Jimma zone. The study employed a cross-sectional survey design with both quantitative and qualitative Approaches. Stratify random sampling technique was used to select sample Districts of Jimma Zone. There are 21 Districts and 102 secondary schools in Jimma zone and Jimma Town. For this study Jimma zone districts and Jimma town were divided into five clusters, from each cluster one district was selected, and from each selected district one secondary school of a total of 5 secondary schools were selected by stratified random sampling. From 5 selected secondary school 121 teachers selected by random sampling. 20 department head teachers, 20 teachers' for class observation, 10 principals' 5 secondary school supervisors, and 12 Office Experts were selected purposely. Questionnaires, observation checklist, focus group discussions, and interviews were used as primary data gathering tools, while document analysis of teachers' work efficiency portfolios was used as secondary data gathering tools. The questionnaire was administered to 121 teachers and 20 teachers were observed in classroom by observation checklist. The data gathered through a closed-ended questionnaire and classroom observation checklist were analyzed by percentage, frequency, and mean score while the data gathered through interview, focus group discussion, document analysis, and open-ended questions were narrated qualitatively. The finding of the study shows that the status of teachers' licensing practice at secondary schools was partial, licensing teachers has moderate relationships on teachers teaching effectiveness, and licensed teachers partially established effective teaching to their students than not licensed teachers. To overcome the challenges encountered, recommendations have been forwarded. Schools, District education offices, zonal education offices, and other concerned bodies need to give more emphasis to teachers' professional practice and stimulate licensed teachers. Schools and District Education offices provide sufficient school facilities such as laboratory, library, and internet access. Licensing teachers should be supported; related to teachers' activities; teachers' professional standards should be connected to teachers' evaluation tools. Teaching and teachers are updated and upgraded to their effectiveness. Awareness should be given to teachers' follow up professional standards. A follow-up management system should be needed to overcome the intended outcome on teachers' professional development.

CHAPTER ONE:

INTRODUCTION

This chapter deals with; theoretical & conceptual framework, statement of the problem, objectives of the study significance of the study, limitations of the study, operational definitions of key terms, delimitation or scope of the study, and organizations of the study.

1.1 Background of the study

Educational development has a positive impact on the implementation of various educational reforms in any country (Ahemed, 2013). Education to become effective in bringing the desired outcomes, an appropriate educational system, and components of education are considered. When we think of an educational system we think of the teacher, their education and training, and their attitudes (Ukejo, 1992). A teacher's development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995).

Teaching qualification is needed to permit teachers' legal work as a teacher in a given area that in countries, and out of the country as well as teacher's home state, and region. Licensing and certification systems of teachers are one element of a larger link of government control mechanisms to test teachers' teaching qualifications. Qualification of teachers is based on professional standards of the teaching profession which is a critical center for quality of education (Allen, 2010).

Teachers' licensing tests and teachers' certifications are designed to set minimum teaching proficiency; licensed teachers that pass the license exam test have motivation to their profession than not succeed the test exam. Buddin (2008) states potential teachers who fall below the cut scores on the license tests might indeed have worse classroom outcomes than teachers who ultimately exceed given tests. This indicates certifying teachers have positive impacts to encourage effective teaching. Historically testing teachers as a condition of employment began in the United States of America during the 1960s. Since then the states of America have increasingly used exams to assess whether teachers have the minimum skills needed to enter teaching (Boyd, 2007). During the 1980s public attention to the quality of education has

increased and led policymakers' to be concerned about the quality of teachers (kelin, 1987). This public attention to the quality of education concentrated policymakers and educators to different types of licenses.

Licensing teachers have different criteria, valid for different lengths of time, and vary in their renewability (Minnesota, 2016). The interest in licensing teachers was increased and led countries to revise their license system. For instance in Japan, the teachers' license law was revised in 2007 by the Central Education Council. Until this revision teachers in Japan were granted lifetime licenses after students completed pre-service training. Afterward, the Central Education Council of Japan changed the teachers' license system every ten years from 2009 (Yoshida, 2016).

Teachers' professional development was also at the core of discussions during the French G7 Ministerial meeting on 4 July 2019, which resulted in a joint declaration affirming that “promote access to individual and collective professional development, as part of a progressive and coherent continuum”(OECD, 2019). Teacher quality and availability are among the determinants of quality education. Certain observable teacher characteristics such as qualifications, experience, sex, training, salary, subject specialization, and incentives can be used as proxies for quality (Rockoff, 2004).

Teacher teaching effectiveness is a continuous process of learning that occurs over time without termination points and processes for improving and assessing effective practice (Killion, 2011). In recent years there has been growing interest in moving beyond traditional measures of teacher qualifications. A key problem is that current measures for evaluating teachers are not often linked to their capacity to teach (progress, 2010).

In Ethiopia, teachers' training program started in 1944 to 1945 to certify teachers for primary schools at Minilik, II primary School. Secondary school teacher training was started in the faculty of Arts of University College of Addis Ababa from 1950 to 1951 and later it has been a full faculty of education since 1962 (Marew, 2000). Education and Training policy assent that teachers are to have; the ability, diligence, and professional interest, as well as physical and mental fitness appropriate for the profession and teachers' education and training components will emphasize basic knowledge, professional code of ethics; methodology, practical pieces of

training and teachers will be certified before assigned to teach at any level of education (MOE, 1994).

In Ethiopia licensing teachers began in 2012. Until 2012 teachers had granted lifetime certificates that they certified during their pre-service training. Presently after the introduction of licensing teachers; teachers and school leaders have been taking licensing tests that correspond to their profession and some teachers and school leaders have succeeded, but they the indicators of teachers' professional standards were not used by teachers and school leaders' education activities that practiced in and out of classroom. To remove this problem minister of education designed training, and give short and long training to teachers and school leaders, then again still, teachers and school leaderships are evaluated and assessed traditionally to move from lower career structure to higher one through stuffed criteria to qualify for promotion of their next career structure (MoE, 2012).

In Ethiopia, the teacher's licensing system was developed based on professional standards that; provide an incentive for teachers, to improve their skills, and sated performance criteria for promoting teachers to a different level (MoE, 2008). These teachers' professional standards were categorized into three professional domains known as professional knowledge, professional practice, and professional engagement. The domains are specified in seven professional standards and these seven professional standards are again specified in thirty-two professional indicators that teachers' can apply in day-to-day teaching-learning activities in and out of the classroom (MOE, 2012).

World Bank Report (2017) explicates “Ethiopia poor teacher quality is a major contributor to low student performance; while Ethiopia has made significant investments in teachers’ development”. It indicates that teacher training programs neither address the content knowledge gaps of trainees nor impart the necessary pedagogical skills, the admission of low-quality candidates to diploma and degree teacher-training programs. To solve this problem in the revised ministry of education roadmap (MOE, 2018) the issue of teachers’ license system is figured as one element of quality assurance.

According to the National Education Forum report (2018), in Ethiopia, the target of licensing teachers is to develop the profession and to bring the skill required by training in institutions in

addition to individual creativities for better professionalism. The purpose of the assessment is also not to see the pass or fail of the exam rather it is to show the gap and consequently, to support those who failed to meet the expected level to perform by various techniques. But still, there is no study conducted to show the gap and to support those unsuccessful and to motivate those to succeed, how the set standards are implemented in the classroom, and licensed teachers effective in their teaching as qualified teachers. This is the gap that the investigator is interested in to select the title effects of licensing and relicensing on teachers teaching effectiveness at Jimma zone Secondary Schools.

1.2 Statements of the problems

Teachers were found to perform low due to different factors that lead to their high turnover intentions and less interest to their profession. These low performances impact on students' education achievement. The low performance of teachers is a global phenomenon that cannot be ignored in all contexts. These poor teachers' performance leads to several problems for schools such as low students' satisfaction from their schools, students' dropout intentions, transfer of new staff, and interruption in system of education. All such low performances of teachers lead to low quality of students' achievement that becomes unproductive for their societies (Tehseen, 2015).

In Ethiopia, even though great achievement has been made in terms of quantitative expansion, the quality of education has been deteriorating and student achievement declining (Fekede & Fiorucci, 2012, Lemlem, 2010), National Educational Assessment and Examination Agency report explained that grade 8 and grade 10 students result were under standards (NEAEA, 2011). Similarly Report of Strengthening Mathematics and Science in Secondary Education Project in Ethiopia showed that mathematics and science teachers have gaps in facilitation skills to lead a group discussion, question and answer activities, demonstration skills, creativeness skills, planning effective lesson plans, and general lack of content mastery (SMASEE, 2011).

In a similar vein, it is claimed by the World Bank Report (2017) that out of the 140,435 Ethiopian primary school teachers who took the written exam between 2012 to 2013 and 2015 to 2016, only 22 % passed the threshold of the licensing exams. As a reaction to this situation, the Ministry of Education developed a professional standard for teachers and guiding manuals allowing teachers' pass through assessment processes to meet the set standards (MOE, 2018).

But existing local strategies for defining and measuring teachers' quality either depend on classroom observations by principals or focus on teachers' course-taking records and paper-and-pencil tests of academic skills and subject matter knowledge that are poor predictors of effectiveness in the classroom (MOE, 2012).

Goldhaber (2007) clarified that the importance of licensing teacher screens is highly correlated with teachers teaching effectiveness. When a licensure screen is weakly correlated with the outcome of interest, the screen misidentifies teachers. A perfect screen would keep out low performers and only allow in high performers which indicates that licensing teachers have effects on teachers' teaching effectiveness.

It is clear that, changes in the quality of teachers' effectiveness depend on many things; licensing teachers are one factor that influences the quality of teachers and teaching profession. Testing and licensing teachers can improve the quality of the teaching force. Tests are good measures of the competencies needed for effective teaching some tests measure qualities that are reasonably related to aspects of teacher effectiveness. However, there are questions about the extent to which different tests capture the way this knowledge is used in teaching. There is a paucity of evidence concerning the ability of teacher licensure tests to distinguish minimally competent candidates from those who are not.

The above local studies,((Fekede & Fiorucci, 2012, Lemlem, 2010), and some reports (NEAEA, 2011), SMASEE, 2011 & World Bank Report, 2017) indicate that it is important to study the effect of licensing teachers teaching effectiveness. The investigator tried to get whether research studies conducted in the selected area that related to the title and no study related to the title in the selected area. Licensing or certifying teachers have a positive influence on the teaching and learning process (Buddin, 2008). Teaching effectiveness is never away from implementing teachers'; professional domains, professional standards, and professional indicators.

The investigator interested in selecting this topic comes up to describe licensed teachers teaching effectiveness in their teaching profession. So the main purpose of this study was to examine the effect of licensing and relicensing on teachers' teaching effectiveness at secondary schools of Jimma zone. To fill the gap the investigator set the following objectives of the study.

1.3 Objectives of the study

The general objective of this study was to examine the effect of Licensing Secondary Schools on Teachers' Teaching Effectiveness in Jimma zone.

Specific Objectives

- To investigate the licensing practice of teachers at secondary school of Jimma zone
- To examine the effect of Licensing on Teachers Teaching Effectiveness at Jimma zone secondary schools
- To identify Teaching Effectiveness at Secondary schools of Jimma zone as manifested by Licensed teachers

1.4 The basic research questions

To achieve these objectives the study was attempted to address the following three basic questions that asked to get basic findings.

1. To what extents licensing Teachers' is practiced at secondary schools of Jimma zone?
2. What is the Effect of Licensing on Teachers Teaching Effectiveness at Jimma Zone Secondary Schools?
3. What aspects of Effective Teaching Established by Licensed Teachers at Secondary Schools of Jimma Zone?

1.5 Significance of the study

The findings of the study may inform and encourage about teachers' professional standards to; education experts', teachers, and school principals in Jimma zone secondary schools. It helps teachers' development programs to enrich teaching-learning in secondary school. It used to identify the effectiveness of licensed teachers and motivate them. It may arouse further research into the topic. It may recommend improvements in teachers' teaching effectiveness.

1.6 Delimitation of the Study

The study was delimited conceptually to the effect of licensing and relicensing on teachers teaching effectiveness, in public secondary schools of Jimma zone and Jimma town. It was delimited geographically in five secondary schools of four districts of Jimma zone and one

secondary school of Jimma town. The study also delimited in a short time-bounded from February 2021 to December 26, 2021

1.7 Limitations of the study

Research work could not be free from limitations; this study was also constrained with some limitations. One of the limitations was that most of the Teachers, Department heads Principals, supervisors, districts, and Zone Education Office Experts were burdened by the routine office and teaching activities and they were not devoted to filling the questionnaires and interviews on time. To solve the problem the investigator scheduled with the respondents and contacts them with their appropriate appointments. The problem of gating local study for research literature to solve this problem the investigator organized literature of the study from, different teachers' professional standard manuals, and different teachers' development program training documents.

1.8 Organization of the study

This study has five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the Study, Limitations of the Study, organization of the study, and operational definition of terms. The second chapter Reviews Literature related to the concepts of the problem area. Chapter three deals with research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis. Chapter four would include the presentation of data analysis and interpretation of the findings. Chapter five would incorporate the summary, conclusion, and recommendations of the study.

1.9 Operational Definition of key terms

License; means the authority to engage in teaching or school administration

Licensing; means an action that suspends revokes limits, or conditions licensure or certification in any way and includes warnings, reprimands, probation, and administrative penalties.

Relicensing; someone or something again his license was issued in some bounded time then expired

Effect; changes which is a result or consequence of an action, or other cause

Effectiveness; power to be effective the quality of being able to bring about an effect

Teaching Effectiveness; the process of teachers in the identification of areas in need of growth and provide the structures necessary to increase their teaching effectiveness

Effects of licensing; consequences of certification on teaching based on teachers professional standards

Profession; a paid occupation, especially one that involves prolonged training and a formal qualification

Certificate; a document attesting to the truth of certain stated facts

Directorate; a group of the person chosen to govern the affairs of a corporation or other large institution

CHAPTER TWO:

LITERATURE REVIEW

This chapter consolidates the conceptual and theoretical ideas of teachers' professional license and teaching effectiveness, these two ideas were addressed by three basic research questions; the status of teachers' licensing practice, the effect of Licensing on teachers teaching effectiveness, and teaching effectiveness established by licensed teachers. Further licensing teachers and teaching effectiveness are discussed in four sub-points; professional certification, Teaching profession, Professional Standards for teachers, and teaching effectiveness. Each point was discussed in detail by its sub-section each sub-section is organized to link ideas with the next sections to present more information on the topics.

2.1 Teachers Professional Certification

Traditionally, in United States of America States have required individuals to complete a program of study in a university-based teacher preparation program to be licensed to teach. In recent years, however, various "alternative certification" programs have been developed and the number of teachers obtaining teaching certificates through routes other than completing a traditional teacher preparation program has increased rapidly (Europe, 2000)). Similarly in Ethiopia government has designed a program to assure the quality of education, teachers' development program was one pillar of quality assurance that designed by the government. It designed to improve the quality of teachers through preserves and in-service training programs. Based on these programs some short training and workshop pieces of training were given to teachers by in-service training and certified them, but the given training was not evaluated and not conveyed the intended outcome (MoE, 2012). Licensing teachers were also another teachers' quality enrichment strategy that government follow to certify and renew teachers' quality of teaching.

2.2 Teachers Licensing

In the United State of America States began testing teachers as a condition of employment during the 1960s. Since then, they have increasingly used exams to assess whether teachers have the minimum skills needed to enter teaching. States have different standards as to what constitutes a passing score on the exams. Pass rates are typically in the 70–90 percent range,

which is high relative to licensure exams in professions such as law, accounting, or medicine. Moreover, teachers typically may take the exam as many times as they choose which raises the question of how many applicants the exam finally screens out (Boyd, 2007). In

As in other professions, there are two components to the licensure of teachers in most states of the USA. First, there is a minimum educational requirement. Traditionally teachers had to complete a teacher preparation program at a college or university, receiving a bachelor's degree in a specific field of education. And Second, most states also require passage of one or more examinations for a teacher to become fully certified (Europe, 2000). In Ethiopia as well as Oromia regional state there is a minimum educational requirement; teachers had to complete a teacher preparation program at a college or university, receive a bachelor's degree in a specific field of education, and give tests for new teachers to enter to the profession. Experienced teachers test exams given to re-new their certificate or to get an initial certificate on their subject taught.

In Japan, the purpose of the revised teachers' license law was to ensure teachers systematically acquire up-to-date knowledge and skills to maintain the professional competencies necessary for today's educators to teach with confidence and pride, and gain respect and trust from the public. Until this revision, teachers in Japan were granted a lifetime license after students completed pre-service training. However, due to this revision; the Ministry of Education, Culture, Sports, Science, and Technology in Japan changed the teachers' license system from 2009 and Licenses should be renewed every ten years. In addition, teachers are required to take license renewal courses totaling over 30 hours of instruction over two years before the date of license expiry. Contents of teaching license renewal course were designated into two parts, where; training on current educational issues more than 12 hours and training on subject teaching, student counseling, and guidance, or issues related to enhancing teaching more than 18 hours (Yoshida, 2016). In Ethiopia even though re-licensing teachers were not started, teachers license have seven levels as stated in its documents (MoE, 2012) similarly, in Oromia, majority of in-service teachers took exam tests at least one time, but still those succeeded or licensed teachers did not renew their certificate

2.3 Teaching profession

A profession is a guarantee to the public that all entrants to the profession have adequately mastered the basic knowledge and skill needed to perform responsibly before they are licensed to practice independently (Kelin, 1987). The teaching profession began to develop with the emergence of education as a field of profession and vocation, it has been argued for a long time whether teaching is a profession or not, in the end, it was agreed that teaching is a distinctive profession and that it possesses all of the qualities that a profession should possess (Hotaman, 2010). The teaching profession could be described as "a professional occupational group of education sector possessing social, cultural, economic, scientific and technological dimensions" (Eaton, 2007). The argument on the concept of two idea teaching profession concern on new professionalism in general and pedagogical professionalism in particular (Europe, 2000). The same publication talks about the need for state-of-the-art knowledge as part of a more dynamic career-long teacher education. Teaching professions now face rapidly changing demands, which require a new set of competencies. The evidence and argument of Europe's teaching professions have an exceptional impact on education, it established the centrality of high-quality teaching to successful learning and this, in turn, requires skilled and well-educated teachers who continue to grow and develop professionally throughout their careers (Belgrade, 2013). Similar to the European teaching profession Ethiopia followed the centrality of high-quality teaching to successful learning and prepared teachers centrally at the ministry of education and regional education level, also certified teachers at nationwide standards.

2.4 Professional Standards for Teachers

As Vidovic &Velkovsik (2013) identify seven Standards what is expected from teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach. Similarly, the Ministry of Education (MoE, 2012) organized seven National Professional Standards for Teachers and comprises a framework that what teachers should know and be able to do. The Standards are interconnected, interdependent, and overlapping, and grouped into three domains of teaching; professional knowledge, professional practice, and professional engagement. Each standard and its elements provide further illustration of teaching knowledge, practice, and professional engagement which are separated into underpinning knowledge at four professional careers and seven teachers' development hierarchies. These

careers are Graduate or Beginner, proficient or junior teacher and teacher, Accomplished or higher and associate lead teachers, Lead or lead I, lead II and lead III (MOE, 2012).

2.4.1 Why Are Professional Standards Needed for Teachers?

Teachers are an important resource in the teaching and learning process and their training and utilization, therefore, requires critical consideration. This is due to changing demands on the new roles of teachers in the 21st Century. Like other professionals, teachers have a responsibility, to themselves and to their profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession especially in areas of pedagogy and subject content. With this realization, the Ministry of Education, 2012 has developed a professional standard to improve the quality of education helping teachers receive professional licensing that will enhance their responsibility and accountability to implement a quality-oriented teaching and learning process (MOE, 2010).

2.4.2 Purpose of the National Professional Standard for Teachers

The main purpose of the National professional standards for teachers in Ethiopia is to improve educational qualities at the national level (MOE, 2012). It also defines the work of teachers and makes explicit the elements of high quality, effective, teaching in 21st-century schools that will improve educational outcomes for students, provides a framework that makes clear the knowledge, practice, and professional engagement required across teachers' careers, presents a common understanding and language for discourse between teachers, teacher educators, educational experts, educational leaders, teacher professional association and the public. Informs the development of professional learning goals, provides a framework by which teachers can judge the success of their learning and assist, self-reflection and self-assessment, enables teachers to recognize their current and developing capabilities, professional aspirations, and achievements, contributes to the professionalization of teaching and raise the status of the profession (MOE, 2012).

These systems have also continued to make time for all teachers, regardless of their experience or level, to undertake targeted practical research and professional development in their schools, with a focus on how to promote gains in student learning. Ethiopia has attempted to develop professional standards for teachers as a quality mechanism to attract, develop, recognize, and retain teachers. However, the best-performing systems have used these standards as a means to

continually improve teaching and relate teaching performance to its impact upon student achievement.

2.4.3 Domains of Professional Standards

As stated previously The National Professional Standards for Teachers comprise seven Standards that outline what teachers should know and be able to do. The Standards are interconnected, interdependent, and overlapping. The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice, and Professional Engagement. In practice, teaching draws on aspects of all three domains. Within each Standard, elements provide further illustration of teaching knowledge, practice, and professional engagement. These are then separated into underpinning knowledge at four professional career stages: Graduate, Proficient, Highly Accomplished, and Lead. ,

2.4.3.1 Professional Knowledge

Teachers draw on the body of professional knowledge and research to respond to the need of their students within their educational contexts, their diversity, their students' physical, social, and intellectual development, and the characteristics of their students. Teachers know the content of their subjects and curriculum; know fundamental concepts, structure, and inquiry processes relevant to the programs they teach. They also can use information and communication technology to contextualize and expand their student modes and breadth of learning in Australia (MoE, 2011). More specifically teachers know Content selection and organization, identify and plan learners learning needs or motivation, demonstrate physical social intellectual and emotional development of learners, and know content and teaching strategies (MOE, 201).

2.4.3.2 Professional Practice

Teachers can make learning engaging and valued. They can create and maintain a safe inclusive and challenging learning environment and implement a fair and equitable behavior management plan. They use effective teaching strategies; regularly evaluate all aspects of their teaching practice. They operate effectively planning for learning and assessment, develop learning programs, teaching, assessing, providing feedback on student learning and reporting to parents, sensitive to the need of parents/caregivers, and Australian (MOE, 2011) additionally teachers run through-plane structure and sequences learning program, related today's lesson to previous/future lessons, Select prepare, and use resources, establishing challenging learning

goals, use effective classroom arrangements, write key terms on a blackboard, manage classroom activity, assess student learning, interpret students data or activity, use content assessment, and feedback (MOE, 2012)

2.4.3.3 Professional Engagement

Teachers model effective learning identify their own learning needs and analyze, evaluate and expand their professional learning both collegially and individually. They demonstrate respect and professionalism in all their interactions with students, colleagues, parents/caregivers, and the community. Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the link between School home and community in the social and intellectual development of their students Australian (MoE, 2011) in detail teachers evaluate and improve teaching and learning programs, use teaching strategies, use effective social communication, show all the steps in the solution to the homework problem, demonstrate physical, social intellectual and emotional development by effective exercise, make a consistent and comparable judgment, and provide feedback to students and families on learning (MOE, 2012).

Teachers professional standards

Domain of teaching	Standards	Elements & performance criteria
Professional knowledge	1. Know students & how they learn	
	2. know the content and how to teach	
Professional practice	3. plan for and implement effective teaching	
	4. create and maintain a supportive and safe learning Environment	
	5. Assess, provide feedback, and report on students learning	
Professional engagement	6. Engage in professional learning	
	7. Engage professionally with colleagues, parents & the community	

Table 2.1 National professional standards for teachers (MOE, 2012)

2.4.4 Professional Capability of teachers /Teachers Career stages

The professional standard for Ethiopian school teachers; there are four career stages in the standards that provide benchmarks to recognize the professional growth of teachers throughout their careers. Progression through stages describes a growing understanding, applied with increasing sophistication across a border and a more complex range of situations (MOE, 2012).

Graduate teachers; have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the graduation standards. On successful completion of their initial teacher education graduate teachers possess the requisite knowledge and skill to plan for and manage learning programs for students (Christensen, 1983, &MOE, 2012).

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven standards at this level; they create effective teaching and learning experiences for their students, they design and implement engaging teaching programs that meet curriculum, assessment, and reporting requirements. Proficient teachers are active participants in their profession and with the advice of their colleagues, they are team members, they communicate with their students, colleagues, parents/careers and community members behave professionally and ethically in all forums (Christensen, 1983, &MOE, 2012).

Accomplished teachers are recognized as highly effective, skilled classroom practitioners and routinely work independently, and collaboratively to improve their practice and the practice of colleagues, knowledgeable and active members of the school. They regularly initiate and engage in discussion about effective teaching to improve the educational outcomes, maximize learning opportunities for their students and support other teachers. They model sound teaching practice in their teaching area, they monitor their own professional learning needs and align them to the learning need of students, and they behave ethically, communicate effectively with students, colleagues, parents/caregivers, and community members (Christensen, 1983, &MOE, 2012).

Lead teachers are recognized and respected by colleagues parents/careers and the community as exemplary teachers, which means; a high standard of practice, serving as models or examples for students, colleagues, and the community. They demonstrate consistent and innovative teaching

practice over time; they establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious, and socio-economic backgrounds. They apply skills and in-depth knowledge and understanding to deliver effective lesson and learning opportunities and share this information with colleagues. They are professional, ethical, and respected individuals inside and outside the school (Christensen, 1983, &MOE, 2012).

2.5 Teaching Effectiveness

Effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher. In essence, there are two simple elements to effective teaching: the teacher must have a clear idea of what learning is to be fostered, and a learning experience is set up and delivered that achieves. Teaching is a complex, multifaceted activity, often requiring us as instructors to manage multiple tasks and goals simultaneously and flexibly. First uses some aspects of pupil behavior during the lesson as the criteria for effectiveness, and the second relies primarily on the opinions and judgments of those involved, either the observer, the pupils, or the teacher, as the mechanism for identifying effectiveness(Kearsley, 2009).

Teachers have been shown to elicit the greatest impact of in-school variables the effects of quality teaching on student outcomes are greater than those that arise from students' backgrounds (Hattie, 2009). This impact may be positive or negative, with the effect of poor quality teaching being seen as debilitating and cumulative on the student outcomes. Davies.S. & Burgess (2009) noted that students displayed almost a 12-month difference in academic progression when being taught by a low-performing teacher versus a high-performing teacher.

Teacher quality and effectiveness have become critical components of school improvement. These two terms are often used interchangeably in some research literature, and there has been considerable debate regarding their definition and appropriate use. Generally, teacher effectiveness can be conceptualized as being on a range covering the extent to which a teacher can progress student outcomes. This is often measured using student achievement results and other summative tools. Teacher quality, however, refers to teacher attributes, such as capabilities, training, knowledge, or beliefs (Davies & Burgess, 2009).

High-performing education systems around the world have known and demonstrated that improving the quality and effectiveness of teaching can dramatically improve student outcomes

at both a school and system level. These systems, such as Finland, Singapore, and Ontario, Canada, have shown that effective teachers learn from each other, growing and developing to continually target the learning needs of the child. More effective teachers, and by extension teaching, are key to improving school education (Rockoff, 2004). The same as in Ethiopia teachers' development program designed to achieve continuous professional development of teachers to promote collaboration and systemic improvement. Effective systems move policy levers that seek to increase the effectiveness not only the quality of teaching, but high-performing education systems have also prioritized the mentoring of teachers by highly skilled observers who provide constructive feedback about how to better tailor their teaching to the needs of individual students (Clinton, 2017).

2.5.1 Elements of Effective Teaching

Effective professional learning for effective teaching has seven core characteristics, which Learning forward has defined as Standards for Professional Learning (Hirsh, 2011). Engagement in one or more learning communities provides teachers opportunities to moderate their practice and expectations with their peers' to examine and reflect on their work together that; to learn from one another, to challenge one another professionally, and to solve complex problems within the context of their unique work environment depending on learning community. Seven professional learning elements for effective teaching are; teaching Communities, leadership, resources, data to plan, assess, and evaluate professional learning, implementation, and outcomes (Hirsh, 2011).

Effective teachers have information about their student's strengths, needs, and progress, give students information about their achievement and progress to help them understand what they have already learned and what they should focus on next. They are flexible and responsive to all their students, draw on the support and expertise of other adults to help with some of their students, use different teaching approaches for students who need extra support or extension. Also, use the expertise of community members; look for ongoing opportunities to enhance their teaching skills, and use the teaching as an inquiry cycle to reflect on their practice (Tamaiti, 2012).

2.5.2 Characteristics of Effective Teaching

There is research strongly suggesting that teachers who require numerous attempts to pass initial licensure examinations may be less effective than teachers who were able to pass the examinations more quickly. Licensing basic for teachers in their professional competency (Allen, 2010) teaching is a complex, multifaceted activity, often requiring teachers to juggle multiple tasks and goals simultaneously and flexibly, he outlines seven principles of effective teaching:

(1)Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching, (2)Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities, (3) Effective teaching involves articulating explicit expectations regarding learning outcomes and policies,(4) Effective teaching involves prioritizing the knowledge and skills we choose to focus on,(5) Effective teaching involves recognizing and overcoming our expert blind spots, (6) Effective teaching involves adopting appropriate teaching roles to support our learning goals, and (7) Effective teaching involves progressively refining our courses based on reflection and feedback. As stated previously ministry of education seated seven professional standards for teachers to achieve teachers' teaching effectiveness, the standards are specified in specific elements that indicate teachers' day-to-day classroom activities.

2.5.3 Teachers Evaluation Models

Models of teacher evaluation can focus on summative or formative outcomes depending on the intended use of results. Summative use of evaluations can include providing accountability or informing high-stakes promotions. Formative use of evaluations can include providing constructive feedback and direction for professional development. As there have often been multiple sources of motivation for implementing teacher evaluation processes and utilized for both summative and formative purposes simultaneously (Clinton, 2017). Teacher effectiveness measurement and evaluation have provided opportunities to incentivize, recognize, and reward teaching abilities and high performance. The quality, validity, and reliability of tools currently available vary significantly across countries and contexts to measure teachers' effectiveness. Ministry of education review currently available measures of teacher effectiveness requiring a description and overview of each method (MoE, 2012). The measures include department head

evaluation, teachers' self-evaluation teaching performance portfolios, teacher interviews, performance and development interviews, peer ratings, and student ratings (Clinton, 2017).

2.5.4 Evaluating Teachers' Effectiveness

With similar to teachers' evaluation models in a Guide to evaluating teachers' effectiveness, based on a research synthesis presents the five-point definition of teachers' effectiveness developed through an analysis of research, analysis policy, and standards that addressed teachers' effectiveness (Bell, 2009). After the definition had been developed the author developed consulted some experts and strengthened the definition based on their feedback (Geo et al., 2008). With relation to these definitions of effective teachers, Bell examined methods of measurements that express teachers' effectiveness those are; value-added, classroom observations, principal evaluation analysis of classroom of artifice portfolio, self-report of practice, and student evaluation. Value-added and classroom observations are the widely used measurements.

In general, a comprehensive score for teachers includes multiple measures to capture important information that is not included in one or more evaluation methods. Also, it is not practical or feasible to use all the measures presented above, considering the property of the school and the intended purpose of evaluation evaluator can choose. Evaluation measures use to create a system that accomplishes the objectives and goals of the research. This study will aim to examine the teaching effectiveness of licensed teachers. So the investigator used indicators' of professional standards to examine the effect of licensing and relicensing on teachers teaching effectiveness through questionnaires responded by teachers' and students, classroom observation via a checklist, teachers work efficiency document analysis, focus group discussion for department heads, and semi-structured interviews for principals, supervisors, and office experts were used to gather information about the issues.

Conceptual Framework on the Effects of Licensing and Relicensing Teachers on Teaching Effectiveness



Table 2.2 effects of licensing teacher’s on teachers effective teaching

CHAPTER THREE:

METHODOLOGY OF RESEARCH

This chapter deals with; research design and method, source of data, study site and population, sample size and sample techniques, the instrument for data collection procedures of data collections, and data analysis.

3.1 Research Design

The main purpose of this research is to examine the effect of licensing on secondary school teachers' teaching effectiveness. To achieve this objective; a cross-sectional survey design was employed. A cross-sectional study can examine current attitudes, beliefs, opinions, or practices, and the researcher collects data at one point in time (Creswell, 2012). Thus, to show the existing situations and practices of licensed teachers' teaching effectiveness, a cross-sectional survey design is found to be convenient. Both quantitative and qualitative approaches were used for this investigation. The quantitative data were gathered from teachers and students through questionnaires, and classroom observation via a checklist. In addition, interviews, focus group discussion and document analysis were employed to collect qualitative data.

3.2 Source of Data

The study used both primary and secondary data. For a primary source, the investigator collected data from 121 teachers, 10 principals, and 5 secondary school teachers, 20 teachers for classroom observation (12 licensed and 8 not licensed), and 20 department head teachers for focus group discussion. Documents about teacher's activities such as portfolio, and semester work efficiency were used as a secondary source of data.

3.4. Sample and Sampling Techniques

Different sampling techniques that can be used in the survey study, stratified random sampling, techniques were employed to select the sample population for this study. More specifically cluster stratify random sampling technique was used to select sample Districts of Jimma Zone because of heterogeneous distribution of licensed teachers in Districts, and schools. There are 21 Districts, 102 secondary schools and five clusters for exam centers of teachers' license in Jimma zone and Jimma Town. The investigator used these cluster for this research because the clusters were organized in four direction, and center of Jimma Zone. The clusters were namely Limmu cluster (*Limukosa, Limu-seka Nonno-Benja, Chora-Botor and Botor-Tolay*), Agaro cluster (*Gera, Goma, Agaro, Setema, sigimo, Gumay*), Asandabo cluster (*Omo-Nadda, Sokoru, Tiro-Afeta & Omo-Beyam*), Seka cluster (*Dedo, Shabe-Sombo, Seka-chokorsa and Mancho*) Jimma cluster (*Kersa, Mana, and Jimma town*) Districts and secondary schools were selected by stratified random sampling. From all secondary schools or (5 secondary schools) of selected Districts; 121 teachers, 20 department head teachers, 20 teachers' for class observation, 10 principals, 5 secondary schools supervisors from 303 teachers, and 12 experts from licensing and relicensing directorates of Districts, Zone and town office of experts were taken as the participants of the study from those selected districts and schools.

As Mugenda & Mugenda (2003) to determine the sample size of the study he stated that if the population is a few hundred, 40 percent or more sample would do, if above one thousand, 30 percent, if a few thousands 10 percent, and if several thousand 5 percent or less sample.

40% of teachers 50 % of supervisors, 50% principals and 85% office experts were selected. The secondary school supervisors, principals, department heads teachers, classroom observations experts of licensing and relicensing directorate had been selected by purposive sampling method for their close working relating with all teachers activities and they are believed to have the information required.

Table 3.1 Sample frame

Total respondents										
No	District	Schools	Teachers target population	sample	Department head	teachers for class observation	principals	supervisors	office experts	Total sample
1	Dedo	Dedo secondary school	80	25	4	5	2	1	2	39
2	Agaro town	Agaro secondary school	93	19	4	5	2	1	2	33
3	Sokoru	Sokoru secondary school	57	20	4	5	2	1	2	34
4	Nonno Benja	Biftu Nono secondary school	31	22	4	5	2	1	2	36
5	Jimm Jimna Zone	Sato samaro	67	35	4	0	2	1	2	44
									2	2
	Total		328	121	20	20	10	5	12	188

3.5 Instruments and Procedures of Data Collection

To achieve the purpose of this study, the investigator used both quantitative and qualitative data. Quantitative data were collected through questionnaires and observation via a checklist. While qualitative data were collected through semi-structured interviews, focus group discussion, and document analysis of teachers' school-based portfolios and teachers' work performance analysis.

Questionnaires: -Questionnaires were a suitable instrument to collect data from a large sample size. Trochim (2005) explains the existence of visual presentation, the possibility of judging the quality of response, its low cost, and the presence of personal contact as the advantages of the questionnaire. For this, the investigator intended to use the questionnaire as the research instrument to gather baseline information on the status of teachers' licensing and relicensing practice, the effect of Licensing and Relicensing on teachers teaching effectiveness, and teaching effectiveness manipulated by licensed teachers'. For this research, the investigator chose to use a combination of closed and open-ended questionnaires. The closed-ended type of questionnaires was mainly of rating scale type or Likert scale, like items based on a scale from "undecided to

competent enough." that was enabled the investigator to get relevant and consistent information about the current status of teachers teaching effectiveness. A set of questionnaires consisting of 37 items, for teachers and 31 items for classroom observation adopted from local research (Lamma, 2008) "The effectiveness of preparatory origin of secondary school teachers in North Showa Zone". Therefore set of questionnaire, consisting of 37 items in English was filled out by teachers. The questionnaire had three parts, the purpose of the questionnaire stated in the first part of the questionnaire. The second part concerned the bio-data of the respondents and the third part presents questions related to the basic research question. Questionnaires were administered to all respondents and returned to the researcher.

Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Semi-structured interview questions were prepared in the English Language for schools principals, secondary school supervisors, experts of districts, and zone office licensing and relicensing directorates to gather more information. The reason for using a semi-structured interview was its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee. The interview questions were discussed with the interviewee in Afan-Oromo Language to reduce communication barriers and to get more information. The purpose of the interview was to get shreds of evidence and to gather more information that may not be easily held by the questionnaires.

Focus Group discussion: -for this study focus group discussion questions were developed and conducted in all five selected secondary schools for department head-teachers. The investigator locates or develops a survey instrument that convenes a small group of people (typically a group of 4 to 6) who can answer the questions, and record their comments on the instrument (Creswell, 2011).

Classroom Observation: - the item included under this observation checklist was all the 30 close-ended items (questionnaires for teachers) were taken as it is with the alternative level of effectiveness. This instrument was also judged by professionals and pilot-tested. After improvement, they were used in actual observation time conducted on 20 randomly selected

classrooms from the secondary schools identified as samples (four from each school) these observed classes were the ones occupied by licensed secondary school teachers.

Document Analysis: - in addition to the questionnaire, Classroom observation, focus group discussion, and interview questions the investigator used a portfolio document as a secondary data source. Document analysis was used to enrich the information about the issue under study, teachers' work efficiency, teachers' school-based activities, and teachers' portfolios documents were analyzed.

3.6. Procedures for Data Collection

The researcher used a series of data gathering procedures. The data was gathered by using a questionnaire, classroom observation checklist, interview, focus group discussion, and document analysis. A pilot study was conducted before the final administration of the questionnaires to all respondents. The pilot test was conducted to recognize the truthfulness of the instruments to assess whether or not the items enclosed in the instruments enable the researcher to gather relevant and valid information. Besides, the purpose of pilot testing was to make necessary changes to correct confusing questions.

Yabu Secondary School was taken through the purposive sampling technique to fill the questionnaires. Teachers were randomly taken to fill the questionnaires. Then, the prepared questionnaires were spread for the sample subjects for the pilot study. Therefore, 8 teachers filled the Questionnaires while 4; teachers' were observed by the investigator. The result of the pilot testing was statistically computed by using the SPSS version (24.0). The Cronbach's Alpha Model was used for the analysis of the data. Based on the pilot test, the reliability coefficient of the instrument was found in the table as follows.

Table 3.2 Reliability test

Reliability test					
Respondents		N	%	Cronbach's Alpha	N of Items
Teachers	Valid	8	100	0.93	33
	Excluded	0	0		
	Total	8	100		
Classroom observation	Valid	4	100	0.933	31
	Excluded	0	0		
	Total	4	100		
Average reliability				0.889	

As labeled in table 3.2 Based on the Pilot test, the reliability of the instruments was calculated by using SPSS (statistical package for social science version 24.0) to see the reliability. Thus Cronbach's Alpha was appropriate to test for reliability of the instrument and the average reliability of teachers items regarding professional knowledge, professional practice, and professional engagements were (0.92, 0.82, 0.823) successively, and (0.74, 0.859, 8.67) of class observation items reliability test result were seen for those three professional domains successively. While the total reliability tests for teachers questionnaires' was 0.93, and the total reliability of classroom observation was 0.933 specifically hence the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable (George &Mallery, 2003).

3.7 Methods of Data Analysis

Quantitative data were analyzed using percentage, frequency, and mean to interpreted as a descriptive part of the discussion, further T-test (independent t-test,), and person correlation analysis were used to infer the effect of licensing and relicensing on teachers teaching effectiveness. The quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency tally was used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires and classroom observation were presented in tables according to their idea coherence. The scores of each item were organized, statistically compiled, and entered into SPSS version (24.0) and Micro soft excel to obtain the frequency, percentage mean value and standard deviation of each item. Specifically, the percentage was utilized to analyze and determine different characteristics of respondents like sex, age, service year, qualification, etc. Frequency, percentage, and mean were used to analyze, the status of licensing teachers, and T-test (independent t-test,) and person

correlation analysis, were used to analyze the effect of licensing teachers, on teachers teaching effectiveness, and teaching effectiveness established by licensed teachers.

The data collected from the documents analysis, Semi-structured interviews, open-ended question items, and focus group discussion were analyzed qualitatively. The written notes of the interview and focus group discussion were written in the note form, categorized and compiled together into their subject. The result of open-ended questions and document analysis were summarized and organized with related categories. Analysis and interpretations were made based on the questionnaires, classroom observation, interviews, focus group discussion, and document analysis.

3.8 Ethical Issues

Having letters of permission from Jimma University and Jimma zone education office for ethical approval, the investigator went to Yabu secondary school and introduced his objectives to all participants for the pilot study. At the end of all aspects related to the pilot test, the researcher contacts the 4 district education offices Jimma town education office, and the principals' five secondary schools of Jimma Zone for permission. After agreeing with the concerned participants, the researcher introduced his objectives and purposes, and conduct interview using one-to- one interviewing system to supervisors, and principals, focus group discussion was conducted to the group of department head teachers. The final questionnaires were administered to sampled teachers, and they filled and returned the questionnaires.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

This chapter deals with data presentation, analysis, and interpretation. As mentioned previously the purpose of this study was to examine the effect of licensing on teachers teaching effectiveness at Jimma zone secondary schools. Data was collected from different sources; using five types of data collection instruments; questionnaires, classroom observation checklist, semi-structured Interviews, focus group discussion, and document analysis. The analysis was based on the information obtained through the questionnaires, classroom observation via-check-list, semi-structured interviews, focus group discussion, and document analysis. The most important consideration when choosing a research design is its appropriateness to the research question posed, referred to as the dictatorship of the research question, not the paradigm or method (Tashakkori & Teddlie, 1998). The findings of the study were presented in two sections. The first section describes the demographic characteristics of the respondents. The next sections address those three basic research questions.

4.1. Demographic Characteristics of the Respondents

All 188 respondents who participated in this study were from Jimma zone secondary schools, teachers, department head teachers, principals that participate in teaching-learning activities, and districts and zone experts from licensing and relicensing directorates. One hundred twenty-one teachers, twenty department head teachers, ten principals, and vice-principals, five secondary school supervisors, twenty teachers for classroom observation, and twelve district & Zone education office experts from licensing and relicensing directorate, with a total of 188 respondents participated from five secondary schools, five districts of Jimma Zone and Jimma town, Oromia Regional State.

Teachers' work performance, teachers' portfolios were also analyzed in this section of the study. The data was collected from a total of 188 respondents. To this end, a total of 121 copies of questionnaires were distributed, and 20 copies of the classroom observation checklist were prepared for the data gathering instrument. Ten principals, twenty department heads, five secondary school supervisors, 12 districts, town, and zone education office experts of licensing and relicensing directorates were interviewed. Finally, the research analyses were done based on

the data obtained from the remaining 188 of the questionnaires, interview results, classroom observation.

Table: 4.1 Characteristics of the Respondent by Sex, Qualification, and Experience

	Respondents		Frequency	Percent		service	Frequency	Percent
Teachers	Sex	Male	74	61.2	Teachers	(1-5)	27	22
		Female	47	38.8		(6-10)	35	29
		Total	121	100		(11-15)	21	17
	education level	degree	97	80.2		(16-20)	9	7
		MA/MSc	24	19.8		21 and above	29	24
		Total	121	100		Total	121	100
Department Heads	sex	male	16	80	Department Heads	(1-5)	20	22.2
		female	4	20		(6-10)	0	0
		Total	20	100		(11-15)	5	25
	education level	degree	15	75		(16-20)	7	35
		MA/MSc	5	25		21 and above	8	40
		Total	20	100		Total	20	100
principals	sex	Male	10	100	principals	(6-10)	0	0
		Female	0	0		(11-15)	7	46.6
		Total	10	100		(16-21)	6	40
	education level	Degree	3	30		22 and above	2	13.4
		MA/MSc	7	70		Total	15	100
		Total	10	100				
supervisor	sex	Male	5	100	For teachers	licensed	90	74.4
		Female	0	0		not licensed	31	25.6
		Total	5	100		Total	121	100
	education level	Degree	0	0		initial	79	65.3
		MA/MSc	5	100		full	13	10.7
		Total	5	100				
Experts	Sex	Male	9	75	education level	Degree	10	83.3
		Female	3	25	MA/MSc	2	16.7	
		Total	12	100	Total		12	100

Above table 4.1 shows the full demographic characteristics of the respondents. Regarding teachers respondents, 74 (61.2%) were male, and 47(38.8%) were female. from 20 department head teachers 16(80%) of respondents are male while the rest 4(20%) are females. Concerning principals, and supervisors all respondents are males. Regarding experts 9(75%) are male and 3(25%) are females. This shows that the essential data were mainly obtained from both males and females except principals and supervisors are only males.

The academic qualification of respondents listed in the above table shows that 97(80.2 %) of teachers are undergraduates, while 24(19.8%) of teacher respondents are MA/MSc. 15(75%) of department head teachers, are MA/MSc and 5(25%) are undergraduate, 7(70%) of principals are MA/MSc while the rest 3(30%) are undergraduate, 10(83.3%) experts are undergraduate while the rest 2(16.3%) of experts are MA/MSc graduate. This implies that the qualification standards set by the Ministry of Education were almost achieved, and the minimum standard stated that to teach Secondary Schools are first degree (MoE, 2012).

Concerning to teachers work experience of the respondents, 27(22%) of respondents had 1 up to 5 years of service, 35 (29%) of respondents had 6 up to 10 service years, 18(17.9%) had 11 up to 15 service years, respondents had 11-15 service years, 9(7%) of teachers had 16 up to 20 service years, and 29(24%) of teachers had 21 and above service years. Furthermore, all the Department Heads and principal respondents had above 11 service years'. This implies that almost the teaching experience of teachers was enough to engage their profession.

From the above information, all teaching experiences were included. Teaching experiences indeed align teachers with, model sound teaching practices in their teaching areas, work with colleagues to plan, evaluate and modify teaching programs to improve student learning, and make teachers keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

4.2 The Status of Teachers Licensing and Relicensing practice

This section deals with the status of teachers' licensing and relicensing practice contribute to achieving the objective of teachers' professional practice. Jere (2000) no one data source or methodology will sufficiently answer all critical educational questions. Multiple measures or indicators of instruction are needed to help capture a more comprehensive picture of what goes

on in classrooms. The same as true in this research the data were collected through questionnaires responded by teachers, students, classroom observation and further supported by interviews, focus group discussion, and document analysis. Based on the basic research question of "What is the status of teachers' licensing and relicensing practice at secondary schools of Jimma zone" data was gathered through teachers' questionnaires, semi-structured interviews, and focus-group discussions. Below table 4.2 shows the status of teachers' respondents on this.

Table 4.2 the practice of Teachers Licensing

Teachers information					
		Frequency	Percent	Valid Percent	Cumulative Percent
Sex	Male	49	54.4	54.4	54.4
	Female	41	45.6	45.6	100.0
	Total	90	100.0	100.0	
Education level	degree	76	84.4	84.4	84.4
	MA/MSC	14	15.6	15.6	100.0
	Total	90	100.0	100.0	
Subject they teach	Mathematics	23	25.6	25.6	25.6
	Natural science	26	28.9	28.9	54.4
	Social Science	16	17.8	17.8	72.2
	Language	25	27.8	27.8	100.0
	Total	90	100.0	100.0	
Service Years	(1-5)	25	27.8	27.8	27.8
	(6-10)	30	33.3	33.3	61.1
	(11-15)	19	21.1	21.1	82.2
	(16-20)	3	3.3	3.3	85.6
	21 and above	13	14.4	14.4	100.0
	Total	90	100.0	100.0	
Types of license	initial	77	85.6	85.6	85.6
	full	13	14.4	14.4	100.0
	Total	90	100.0	100.0	

Table 4.2

Above table 4.2 indicated the status of licensing and relicensing practice of teachers at Jimma zone secondary schools. Based on data gathered from teachers' questionnaires' respondents from the total of 121, sampled teachers 90 (74.4%) of respondents were licensed teachers. Regarding sex varies from the total of 90 licensed teachers 49(54.4%) were male and 41(45.6%) female,

concerning to education level 76(84.4%) were first degree (BA/BSc), while 14(15.6%) were Masters (MA/MSc).

Relating to their subject specialization of licensed teachers 23(25.6%) were Mathematics teachers, 26(28.9%) were Natural Science teachers, 16(17.8%) were social science teachers and 25(27.8%) were Language teachers. Regarding licensed teachers teaching service year 25(27.8%) had 1 up to 5 years teaching experience, 30(33.3%) had 6 up to 10 years teaching experience, 19(21.1%) had 11 up to 15 teaching experiences, 3(3.3%) had 16 up to 20 years teaching experience while the rest 13(14.4%) had 21 and above years teaching experience. Concerning their license types, 77(85.6%) had initial license certificates while the rest 13(14.4%) had full license certificates.

From the above discussion, there is a participation of both sexes on license practice even though some differences were seen, further licensed teachers were first degree holders, and different subject teachers taught were included. majority of the licensed teachers 61.1 % of them (from Cumulative Percent of table 4.2) had 1 up to 10 service years, and form licensed teachers 85.6% of them had an initial license which indicates almost from the starting of the licensing system to now newly employed teachers are in the line of the licensing system.

Further information gathered from focus-group discussion and interviewer revealed that nowadays teaching profession is connected with licensing teachers. As they said: " for some professional incentives like to assigned as invigilator's, supervisor's, and exam chef of grade 12 national examination, license certificate was taken as one of the registration criteria". These make teachers give attention to license and almost all teachers were motivated to take exam test in 2013 E.C. from the information of Jimma Zone Education office and interviewers of Zone education office of Licensing and relicensing Directorate experts, 1,544 first degree teachers took exam test in this year for the last initial in-service certification. Even most teachers were not succeeded in the exam; almost all in-service teachers were sat at least for a time of exam test. The interviewers also told that a problem to a got certificate for those who succeed the test, there was interruption among, Zone, Region, and Ministry of education, as one of Jimma zone licensing and relicensing experts said, "from 145 secondary school teachers pass the test in 2010 E.C only 36 teachers have got certificates the rest 109 had not got their certificate because of the interruption between Zone, Region, and Ministry of education".

4.3. The Effect of Licensing on Secondary School Teachers Teaching Effectiveness

Numerous researchers have found a significant, positive relationship between performance on a teacher licensing exam and a teacher's ability to improve student achievement at the elementary (Clotfelter & Goldhaber, 2007) and high school levels (Clotfelter et al., 2010). It is clear from these analyses that teachers who score higher on license exams tend to perform better in terms of raising student achievement.

The second objective of the study is to identify the effect of licensing on secondary school teachers teaching effectiveness. Data were gathered from teachers responded to questionnaires, classroom observation via a checklist, focus group discussion, and interviewers reacted on semi-structured interview questions, and document analysis conducted to teachers work efficiency. The questionnaires' were deals on information related to teachers teaching effectiveness that organized from Ethiopian professional standards for teachers that categorized into three professional domains. Each item was analyzed based on the data obtained through questionnaires, classroom observation checklist, semi-structured interview, and focus group discussion questions. Consequently, the three domains (professional knowledge, professional practice, and professional engagement) were discussed in tables; table 4.3, table 4.4, and table 4.5. The percent, frequency, and mean score of three professional domains are interpreted as a descriptive part of the discussion, and further person linear correlation analyses were used to examine the effect of licensing and relicensing teachers on teachers teaching effectiveness at secondary school.

4.3.1 Questionnaires Related to Teachers' Professional Knowledge

Bigge and Shermis (1999) believe that part of a teacher's professional knowledge is developed by teachers adopting learning theories and achieving 'an eclectic compromise formed by selecting aspects of opposing theories and taking a position somewhere among them as to form a variety form. Professional development is effective when it is an ongoing process that includes suitable properly planned training, individual follow-up through supportive observation and feedback, staff dialogue, and peer coaching (Robinson & Carrington 2002). In this research form the second objectives of 31 items of teachers' questioners, and classroom observation checklist 8 items were deals on teachers' professional knowledge (see Table 4.3).

Table 4.3 Teacher responded, and classroom observation rated to teachers’

Professional knowledge

Indicators	respondent	undecided	Percent (%)	incompetent	Percent (%)	partially competent	Percent (%)	competent enough	Percent (%)	Mean
1. Know the subjects and maintain the logical sequence of subject matter	Teachers	0	0	2	2	35	29	84	69	3.69
	Classroom observation	0	0	0	0	6	30	14	70	3.65
2. Relating his/her subject to other related subjects	Teachers	3	2	6	5	54	45	58	48	3.39
	Classroom observation	0	0	0	0	8	40	12	60	3.4
3. Know the students to maintain the proper depth of the subject	Teachers	3	2	6	5	46	38	66	55	3.45
	Classroom observation	0	0	0	0	11	55	9	45	3.75
4. Know the students to maintain the proper breadth of the subject	Teachers	1	1	11	9	52	43	57	47	3.37
	Classroom observation	0	0	0	0	9	45	11	55	3.5
5. Know his/her subject to teach in an easily understandable manner	Teachers	0	0	8	7	36	30	77	64	3.69
	Classroom observation	0	0	0	0	8	40	12	60	3.75
6. Use lesson Plan and inform learners about the lesson objectives	Teachers	0	0	11	9	37	31	73	60	3.55
	Classroom observation	0	0	1	5	7	35	12	60	3.85
7. Provide content selection and organization	Teachers	4	3	8	7	45	37	64	53	3.4
	Classroom observation	0	0	1	5	9	45	10	50	3.45
8. Check for tasks relevant before learning at the beginning of learning	Teachers	2	2	15	12	46	38	58	48	3.32
	Classroom observation	0	0	1	5	9	45	10	50	3.45
Average	Teachers	2	2	8	7	44	36	67	55	3.48
	Classroom observation	0	0	0	0	8	42	11	56	3.6

According to Shulman (1986), there are seven interrelated domains of teacher knowledge that are necessary to understand to teach: general pedagogical knowledge, a knowledge of students and how they learn, knowledge of the subject matter, pedagogical content knowledge, knowledge of other content, knowledge of the curriculum and knowledge of educational aims. These domains of knowledge are valuable in highlighting areas in which teachers may need to know. Of the above table 4.3 items, 1 up to items 8 were stressed on professional knowledge of teachers. Similar to Shulman (1986) in this study the Ethiopian professional standard for teachers' has seven standards and three domains. The domain of professional knowledge was analyzed based

on the response given by students, teachers, and classroom observation results. Moreover, interviews, focus-group discussion, and document analysis were recited.

In item 1 of Table 4.3, the respondents were asked to rate the level of understanding of teachers their subject teachers and maintain its logical sequence. As we can see from the responses, 84(69%) of teachers replied that teachers had enough knowledge on their subject taught, 37(31%) of teachers replied that teachers know partially their subject, and 2(2%) of teachers replied that teachers were incompetent. Similarly, the majority of the observed teachers 14(70%) of observed teachers were rated as competent enough and 6(30%) of observed teachers rated at a partially competent level to their subject matters.

The respondents were asked to give their suggestions on the teachers' knowledge relating his/her subject to other related subjects. In this regards 58(45%) of teachers, responded teachers were competent enough to relate their subject taught to other related subjects, 54(45%) of teachers, responded that teachers were partially competent to relate their subjects with other related subjects, 6(5%) of teachers replied that teachers were incompetent, and 3(2%) of teachers were undecided about relating their subject to other related subjects. Further from observed teachers 12(60%) were rated competent enough, and 8(40%) were rated in partial competent.

In item 3 of Table 4.3, the respondents were asked to rate the Knowledge of teachers to know their students to maintain the proper depth of the subject taught. 66(55%) of teachers were reacted that teachers were competent enough to maintain the proper depth of the subject taught, 46(38%) of teachers reacted that teachers were partially competent to maintain the proper depth of the subject taught, and some respondents, 9(7%) of teachers reacted that teachers were incompetent to maintaining the proper depth of the subject taught. More from observed teachers during classroom observation 9(45%) were rated competent enough, and 11(55%) were rated in partial competent.

In item 4 of Table 4.3, the respondents were asked to rate the Knowledge of teachers to know their students to maintain the proper breadth of the subject taught. 57(47%) of teachers responded that teachers were competent enough to maintain the proper breadth of their subject, 52(43%) of teachers reacted that teachers were partially competent to maintaining the proper breadth of the subject taught, and 11(10%) of teachers reacted that teachers were incompetent to

maintaining the proper depth of the subject taught. From the observed class 11(55%) teachers were rated competent enough, and 9(45%) teachers were rated in partial competent to maintaining the proper breadth of their subject.

In item 5 the respondents were asked to give their opinion on teachers Knowledge of his/her subject to teach in an easily understandable manner. The majority of the respondents, 77(64%) of teachers replied that teachers were competent enough to teach in an easily understandable manner, 36(30%) of replied that teachers were partial competent to teach in an easily understandable manner, 11(9%) of teachers replied that teachers were incompetent, and 1(1%) of teachers replied that teachers were undecided to their teaching in an easily understandable manner. From observed teachers 12(60%) of teachers were rated competent enough, and 8(40%) teachers were rated partial competent to

In item 6 of Table 4.3, the respondents were asked to rate the knowledge of teachers using the lesson Plan and inform learners about the lesson objectives. As we can see from the table 73(60%) teachers, responded that teachers were competent enough to use lesson plan and inform Lerner about the lesson objectives, 37(31 %) of teachers responded that teachers were partially competent to use lesson plane and inform learners about the lesson objectives, and 11(9%) of teachers responded teachers were incompetent to use lesson plane and inform learners about the lesson objectives. In classroom observation 12 (60%) of teachers were rated competent enough, and 7(40%) teachers were rated in partial competent and 1(5%) teacher was incompetent to use the lesson plan and inform learners about the lesson objectives.

Regarding item 7 of Table 4.3, the respondents were asked to rate the knowledge of teachers' content selection and organization. Accordingly, respondents requested to answer this question, 64(53%) of teachers replied teachers were competent to the knowledge of content selection and organization, 45(37%) of teachers replied that teachers were partially competent to knowledge content selection and organization, and 12(10%) of teachers replied that teachers were incompetent to knowledge content selection and organization. In addition to these from observed teachers, 10(50%) of teachers were rated competent enough to knowledge content selection and organization, 9(45%) teachers were rated in partial competent to knowledge content selection and organization and 1(5%) teacher was rated that incompetent to knowledge content selection and organization.

In item 8 of Table 4.3, the respondents were asked to rate the knowledge of teachers to determine the level of understanding of prerequisite concepts and re-teaching if necessary. Concerning this, 58(48%) of teachers rated that teachers were competent to determine the level of understanding of prerequisite concepts and re-teaching if necessary, 46(38%) of teachers were rated that teachers were partially competent to determine the level of understanding of prerequisite concepts and re-teaching if necessary, and 17(14%) of teachers rated teachers were incompetent to determining the level of understanding of prerequisite concepts and re-teaching if necessary. In classroom observation 10 (50%) of teachers were rated competent enough, and 9(45%) teachers were rated in partial competent and 1(5%) of the teacher was incompetent to use the lesson plan and inform learners about the lesson objectives.

Generally, as we can see in table 4.3, of the average of respondents, 67(55%) of teachers were rated teachers professional knowledge was competent enough, 44(36%) of teachers rated teachers professional knowledge were partially competent, 8(7%) of teachers rated teachers professional knowledge were incompetent, and 2(2%) of teachers rated teachers professional knowledge were undecided. Similarly from observed classrooms 11(56%) of teachers were competent in their professional knowledge, 8(40%) teachers were partially competent to professional knowledge, 1(5%) of teachers were incompetent to their professional knowledge.

From table 4.3 the mean values of respondents were seen as, teachers respondents were ranges from maximum 3.69 to minimum of 3.32, and the overall average mean was 3.48 that was partially competent and the mean results of classroom observation range from maximum 3.85 to minimum of 3.4, and overall mean was 3.6 which was not far from partially competent. These showed that the effects of licensing and relicensing on teachers teaching effectiveness in secondary school were partially competent to professional knowledge.

4.3.2 The relationship between teachers licensing and teaching effectiveness from teachers respondents toward professional knowledge

In table 4.5 person correlation tests showed that there were relationships between licensing teachers, and teaching effectiveness. From teachers respondents of items related to professional knowledge there were a moderate relationship's between teachers licensing and effective teaching. The results of leaner person correlation of each item were (0.759, 0.579, 0.476, 0.228, 0.369, 0.759, 563, and 0.472) respectively, from these except 0.228 the coefficients of the

relation were in between 0.369 to 0.759 which shows moderate relationships. These indicated that licensing teachers have moderate relation on effective teaching, and licensed teachers had moderate or partially competent teaching effectiveness toward of professional knowledge. specifically teachers had partially competent knowledge to; Know the subjects and maintaining logical sequence of subject matter, Relating his/her subject to other related subjects, Know the students to maintaining the proper depth of the subject, Know his/her subject to teach in an easily understandable manner, use lesson plan and inform learners about the lesson objectives, Provide content selection and organization, and Check for task relevant prior learning at the beginning of learning.

Table 4.4 the Relationship between Teachers Licensing and Teaching Effectiveness of Teachers' respondents toward professional knowledge

Correlation	Professional knowledge
Indicators	1
	121
1. Know the subjects and maintaining logical sequence of subject mater	.759**
	0.000
	121
2. Relating his/her subject to other related subjects	.579**
	0.000
	121
3. Know the students to maintaining the proper depth of the subject	.476**
	0.000
	121
4. Know the students to maintaining the proper breadth of the subject	.228*
	0.012
	121
5. Know his/her subject to teach in an easily understandable manner	.369**
	0.000
	121
6. Use lesson Plan and inform learners about the lesson objectives	.759**
	0.000
	121
7. Provide content selection and organization	.563**
	0.000
	121
8. Check for task relevant prior learning at the beginning of learning	.472**
	0.000
	121

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

4.3.3 The Relationship between Teachers Licensing and Teaching Effectiveness from Classroom observation rated by observer toward Professional Knowledge

Moreover from classroom observation rated results the relationship between licensing teachers and teachers teaching effective was analyzed in below table 4.5 Linear person correlation test shows that there were relationships between licensed teachers and teaching effectiveness toward teachers' professional knowledge. Based on the person correlation test each item related to teachers professional knowledge rated by observer had (0.225, 0.358, 0.367, 0.2.8, 0.552, 0.669, 0.529, and 0.679) respectively, from these except 0.225 and 0.208 the coefficient of the relation were in between 0.358 to 0.679 which indicates moderate relationships. These indicated that licensing teachers have moderate effective teaching and licensed teachers had moderate or partially competent teaching effectiveness toward professional knowledge. specifically, teachers had partially competent knowledge to; Relating his/her subject to other related subjects, Know the students to maintain the proper depth of the subject, Know his/her subject to teach in an easily understandable manner, use lesson plan and inform learners about the lesson objectives, Provide content selection and organization, and Check for task-relevant prior learning at the beginning of learning.

Table 4.5 the Relationship between Teachers Licensing and Teaching Effectiveness of classroom observation rated by observer toward Professional Knowledge

Correlations

Indicator		Professional knowledge
Professional knowledge	Pearson Correlation	1
	Sig. (2-tailed)	
	N	20
1. Know the subjects and maintaining logical sequence of subject mater	Pearson Correlation	0.225
	Sig. (2-tailed)	0.341
	N	20
2. Relating his/her subject to other related subjects	Pearson Correlation	0.358
	Sig. (2-tailed)	0.121
	N	20
3. Know the students to maintaining the proper depth of the subject	Pearson Correlation	0.367
	Sig. (2-tailed)	0.111
	N	20
4. Know the students to maintaining the proper breadth of the subject	Pearson Correlation	0.208
	Sig. (2-tailed)	0.380
	N	20
5. Know his/her subject to teach in an easily understandable manner	Pearson Correlation	.552*
	Sig. (2-tailed)	0.012
	N	20
6. Use lesson Plan and inform learners about the lesson objectives	Pearson Correlation	.669**
	Sig. (2-tailed)	0.001
	N	20
7. Provide content selection and organization	Pearson Correlation	.529*
	Sig. (2-tailed)	0.016
	N	20
8. Check for task relevant prior learning at the beginning of learning	Pearson Correlation	.679**
	Sig. (2-tailed)	0.001
	N	20

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Further from group discussion concerning to teaching effectiveness of licensed teachers toward teachers' professional knowledge, licensing teachers were respected slightly by stakeholders. From head teachers of department head teachers in Sokoru secondary school, the majority of participants reacted that licensed teachers were motivated to their success and professional certificate respected as a special advantage to teachers incentive like; to participate in different training, to participate in National examination assessments, and to selected as a committee member in schools, in cluster Resource Center and in districts to gain some advantages. But licensed teachers were not following professional standards that they succeeded in their profession; they have some extra information on professional domains, professional standards, and professional indicators but they were not teaching-learning day to day teaching-learning

activities, licensed teachers did not see their knowledge to support students' achievement than not licensed, they consider extra incentives, extra salary, and special professional careers, they see teaching license in the angle of teachers advantage not in the angle of quality of teaching or for quality of education. One teacher of Agaro secondary school who is a member of department head Saied that "Do not ask me about the license, I am licensed from 2010, E.C, but nothing I got or add to my life than not licensed so this license certificate is non-value certificate".

Similarly from interviewers of principals and supervisors, regarding professional ethics expected from licensed teachers; Biftu Nonno secondary school supervisor and Principal Saied that "there were some differences among licensed and not licensed teachers, licensed teachers had some motivation sprits. Especially this year professional certificate respected and some advantages were given to licensed teachers and it was sated as one criterion for some additional teachers advantages like; for training chance, to participate in National examination assessments criteria. But the interviewers give some comments on teachers license; contemplation were not given to teachers license from stakeholders that districts, zone, region, and national level, there were communication gap between, students teachers, and others stakeholders, even supervisors, and principals were not know teachers professional domains, professional standards, and professional indicators, district was not give attention to teacher license, professional indicators were not included in teachers evaluation, there were a communication gap on teachers professional standards, so we cannot say anything on teaching effectiveness of licensed teachers". The same to this Sokoru secondary school principals, and vice-principals Saied that "licensed teachers have motivation because currently it was got attention especially in 2013 to selected for National Assessment examination of grade 12 as invigilator, supervisor or Exam chief center, license certificate was seated as one criteria, so it connected to teachers income, in this year only those licensed teachers were selected and got advantages to participated in national Assessment examination, but still there were no special ways that teachers license was related to students achievement, not connected with classroom activities, and not connected to students improvements".

But from the teachers' work efficiency of the three schools, there were no differences between licensed teachers and not licensed teachers. These indicate that different evaluation indicators were used in each school, more of the indicators were school-based evaluations indicators; it

depends on the school year plane some secondary schools gave attention to teaching-learning activities, others focused on supportive activities. For example, when I compare Biftu Nonno secondary schools and Dedo secondary schools, Biftu Nonno secondary school has around 800 students but Dedo secondary school has around 4000 students, so the school environment is also crowded at Dedo secondary school it was difficult to give a tutorial in Dedo secondary school. But in Biftu Nonno secondary school teachers monthly checklists were concerned with teaching-learning activities, teachers support students and preparing students for the National examination, in Dedo secondary school even this major activity was one of their checklist parts, because of the overcrowded of students it was difficult for both teachers and students to additional tutor class. Generally, teachers' evaluation system more depends on the school, and evaluation results were differed from school to school, for example in Sokoru secondary school the range of teachers efficiencies were from 61% to 95% and in Agaro secondary school the range of teachers efficiencies was from 91% to 96% that make the great difference among teachers interest to their profession, it was difficult to differentiate teachers teaching effectiveness by school-based work efficiency.

Table 4.6 teachers average work efficiency (Biftu Nonno, Sokoru, and Agaro) school

Teachers average semester work efficiency 2013, E.C				
School	Teachers (T)	Teachers efficiency Average of 3 semester	licensed	Not licensed
Biftu Nonno	T-1	94.75	licensed	
	T-2	94.625	licensed	
	T-3	93.625	licensed	
	T-4	93.75		Not licensed
	T-5	94		Not licensed
	T-6	95	licensed	
Sokoru	T-7	94	licensed	
	T-8	93	licensed	
	T-9	94		Not licensed
	T-10	93		Not licensed
Agaro	T-11	93.8	licensed	
	T-12	96.3	licensed	
	T-13	93.6	licensed	
	T-14	93		Not licensed
	T-15	95		Not licensed

From the above table, the semesters average of licensed teachers were ranged from 93% to 96.3, and while 93 to 95 for not licensed teachers. This indicated that licensed and not licensed teachers had similar semesters of work efficiency. No schools used teachers' professional standards indicators in their school teachers' work evaluation indicators. In general, as a comment given by the interviewer indicate that teacher's license was not related to student improvement it was eminent as teachers' income or life improvement, it also sensed as outside of the classroom not entered into day-to-day class activities and it needs more communication.

4.4.1 Questionnaires related to teachers Professional practice

Professional practice focus on the emergence of a new kind of professionalism with much weaker ties to the attainment and production of knowledge in universities and much stronger links to practice in the 'real world' (Beck and Young, 2005). All students want that the education in their country or school is comparable to other nations; they need to be prepared themselves to respond to economic challenges with global perspectives (Jennifer, 2014). Therefore, teachers are one of the pillars to assure the quality of education by changing their theoretical knowledge to practice. Tables 4.4, indicates responses from respondents of students, teachers, and classroom observation regarding teachers' professional practice.

Table 4.7 Questionnaires related to teachers Professional practice

Indicators	Respondents	undecided		incompetent		partially competent		competent enough		Mean
			Percent (%)		Percent (%)		Percent (%)		Percent (%)	
9. Introduce the main contents to the learners in easily understandable ways	Teachers	4	3	10	8	29	24	78	64	3.5
	Classroom observation	0	0	1	5	4	20	15	75	3.6
10. Using examples for demonstration and explaining to clarify contents in text	Teachers	0	0	8	7	27	22	86	71	3.64
	Classroom observation	0	0	0	0	8	40	12	60	3.65
11. Providing review or summary at the end of the lesson	Teachers	9	7	12	10	34	28	66	55	3.3
	Classroom observation	0	0	0	0	7	35	13	65	3.75
12. Using attention gaining device (eg. Beginning with motivational questions)	Teachers	12	10	12	10	47	39	50	41	3.12
	Classroom observation	0	0	0	0	6	30	14	70	3.55
13. Showing enthusiasm and animation through variation in eye contact, voice, and gesture	Teachers	21	7	37	11	78	24	187	58	3.33
	Classroom observation	0	0	1	5	9	45	11	55	3.46
14. Use varying modes of presentation (eg. lecturing, asking the question) as needed	Teachers	2	2	9	7	41	34	69	57	3.46
	Classroom observation	0	0	1	5	7	35	12	60	3.55
16 Use a mix of rewards and reinforces as much as possible	Teachers	2	2	20	17	42	35	57	47	3.27
	Classroom observation	0	0	2	10	10	50	8	40	3.25
16. Motivate students to participate in some aspects of the instruction (eg. Use questioning)	Teachers	2	2	14	12	32	26	73	60	3.45
	Classroom observation	0	0	1	5	6	30	13	65	3.65
17. Using different types of evaluation mechanisms (continues assessments techniques)	Teachers	6	5	10	8	33	27	72	60	3.41
	Classroom observation	0	0	2	10	4	20	14	70	3.75
18. Develop lesson plan and teaching method accordance with text and teachers Guide	Teachers	2	2	15	12	36	30	68	56	3.41
	Classroom observation	0	0	1	5	10	50	9	45	3.55
19. Selecting the most appropriate instructional method for the objectives being taught	Teachers	0	0	8	7	51	42	62	51	3.45
	Classroom observation	0	0	0	0	11	55	9	45	3.4
20. Establishing a schedule in which major classroom activates begin and with clearly visible events	Teachers	4	3	6	5	42	35	69	57	3.46
	Classroom observation	0	0	0	0	8	40	12	60	3.7
21. Using group and individual activates as motivational aids when necessary	Teachers	5	4	10	8	45	37	61	50	3.35
	Classroom observation	0	0	1	5	5	25	14	70	3.45
22. Providing correctives for guided practice in a non-evaluative atmosphere	Teachers	4	3	17	14	50	41	50	41	3.21
	Classroom observation	0	0	1	5	11	55	8	40	3.25
23. Encourage effective classroom communication	Teachers	4	3	14	12	45	37	58	48	3.32
	Classroom observation	0	0	0	0	10	50	10	50	3.4
Average	Teachers	4	3	12	10	40	33	66	54	3.386
	Classroom observation	0	0	1	5	8	38	12	58	3.52

Anderson (2008) found that improvements in classroom practice were begun by teachers themselves and were informal, influenced by colleagues through shared discussion, institutional,

from textbooks or curriculum documents, and to a smaller extent knowledge retailing participation by teachers informal, and organized professional development. In the above table, 4.7 items, 9 to 23 deals toward professional practice responded by students, teachers, and results of classroom observation rated.

In item 9 of Table 4.8, the respondents were asked to rate the practical knowledge of teachers to introduce the main contents to the learners in easily understandable ways. Accordingly, 78(64%) of teachers responded that teachers were competent enough to introduce the main contents to the learners in easily understandable ways, 29(24%) of teachers were responded that teachers were partially competent to introduce the main contents to the learners in easily understandable ways, 10(8%) of teachers responded that teachers were incompetent to introduce the main contents to the learners in easily understandable ways, and 4(3%) of teachers responded undecided on teachers to introduce the main contents to the learners in easily understandable ways. Further from observed teachers 15(75%) of teachers were rated competent enough to introduce the main contents to the learners in easily understandable ways, 4(20%) teachers were rated partially competent to introduce the main contents to the learners in easily understandable ways, and 1(5%) of teachers were rated incompetent to introduce the main contents to the learners in easily understandable ways.

In item 10 above table 4.8, the respondents were asked to give their opinion by rating the professional practice of teachers on demonstration, explanation, and clarifying contents in text. 86(71%) of teachers were given their opinion that teachers were competent to demonstrate, explain, and clarify contents in the text, 27(22%) of teachers were given their opinion that teachers were partially competent to demonstrate, explain, and clarify contents in the text, and 8(7%) of teachers were given their opinion that teachers were partially competent to demonstrate, explain, and clarify contents in the text. More from observed teachers 12(60%) of teachers were rated competent enough to demonstrate, explain, and clarify contents in the text, and 8(40%) of teachers were rated partially competent to demonstrate, explain, and clarify contents in the text.

In item 11 of Table 4.8, the respondents were asked to rate teachers' classroom practice to review or summary at the end of the lesson. 66(55%) of teachers replied that teachers were competent enough to review or summaries at the end of the lesson, 34(28%) of teachers replied

that teachers were partially competent to review or summaries at the end of lesson, 12(10%) of teachers replied that teachers were incompetent to review or summaries at the end of the lesson, and 9(7%) of teachers were undecided to replied that teachers to review or summaries at the end of the lesson. In the same way in class observation 13(65%) teachers were rated that they were competent enough to review or summaries at the end of the lesson, and 7(35%) of teachers were rated that partially competent to review or summaries at the end of the lesson.

In item 12 the respondents were asked to give their opinion on teachers' practical using attention-gaining devices (Beginning with motivational questions). 50(41%) of teachers were give their opinion that teachers were competent enough to use attention gaining devices, 47(39%) of teachers were give their opinion that teachers were partially competent to use attention gaining device, 12(10%) of teachers responded that teachers were incompetent to use attention gaining device, and 12(10%) of teachers responded that undecided on teacher uses attention gaining device. Further from observed teachers 14(70) of them rated that competent enough to use attention gaining devices, and 6(30%) of teachers were partially competent to use attention gaining devices.

In item 13 of table 4.8, respondents were asked to rate the teachers' practical showing enthusiasm and animation through variation in eye contact, voice, and gesture. 87(58%) of teachers reacted that teachers were competent enough practical showing enthusiasm and animation in eye contact voice and gesture, 78(24%) of teachers were reacted that teachers were partially competent to practical showing enthusiasm and animation in eye contact voice and gesture, 37(11%) of teaches were reacted that teachers were incompetent to practical showing enthusiasm and animation in eye contact voice and gesture, and 21(10%) of teachers replied that undecided to practical showing enthusiasm and animation in eye contact voice and gesture. More in classroom observation 11(55%) of teachers rated that they were competent enough, 9(45%) of teachers were rated partially competent, and 1(5) of the teacher was rated that incompetent to practical showing enthusiasm and animation in eye contact voice and gesture.

In item 14 the respondents were asked to rate practical use of the varying mode of presentation. Regarding this 69(57%) of teachers responded that teachers were competent enough, 41(34%) of teachers were responded that teachers were partially competent, 9(7%) of teachers responded that teachers were incompetent, and 2(2%) of teachers were responded that undecided to

practical use varying mode of presentation. As the same 12(60) of observed teachers were rated that they were competent enough, 7(35%) of observed teachers were partially competent, and 1(%) of the teacher was incompetent to practical use varying mode of presentation.

In item 15 the respondents were asked to rate teachers' practical use of rewards and reinforcements in the classroom. Concerning this 57(47%) of teachers responded that teachers were competent enough to use rewards and reinforce in the classroom, 42(35%) of teachers were replied teachers were partially competent to used reward and reinforce in the classroom, 20(17%) of teachers were replied teachers were incompetent to used reward and reinforces in the classroom, and 2(2%) of teachers were replied undecided to used reward and reinforces in the classroom. During classroom observation 8(40%) of teachers were rated that they were competent enough, 10(50%) of teachers were rated that teachers were incompetent were replied teachers were partially competent to use rewards and reinforce in the classroom.

In item 16, the respondents were asked to rate teachers' practice to motivate and participate in their students. Relating to this 73(60%) teachers were replied that teachers were competent enough to motivate and participate their students, 32(26%) of teachers were replied that teachers were partially competent to motivating and participate their students, 14(12%) teachers were replied that teachers were incompetent to motivating and participate their students, and 2(2%) teachers were replied that undecided to teachers motivating and participate their student. From classroom observation result 13(65%) of teachers were rated competent enough, 6(30%) of teachers were rated partially competent and, 1(5%) of teachers was incompetent to motivate and participate their students.

In items 17 table 4.8 the respondents were asked to rate teachers' practical use of different type's evaluation mechanisms. Form the respondents 72(60%) of teachers were rated that teachers were competent enough to use different type's evaluation mechanisms, 33(27%) of teachers were rated that teachers were partially competent, 10(8%) of teachers were rated that teachers incompetent, and 6(5%) of teachers were undecided to responded that teachers use of different type's evaluation mechanism. In addition to this from classroom observation result, 14(70%) of teachers were competent enough, 4(20%) of teachers were partially competent and, 2(10%) of teachers were incompetent to motivate and participate their students in the practical use of different type's evaluation mechanism.

In item 18 the respondents were asked to react to teachers' practice in developing lesson plans and teaching methods following text and teachers' Guide. On this 68(56%) of teachers were reacted that teachers were competent enough, 36(30%) of teachers were reacted that teachers were partially competent, 15(12%) of teachers were rated that teachers were incompetent, and 2(2%) of teachers were reacted undecided to on teachers rated that teachers were competent enough, on teachers practice in developing a lesson plan and teaching method accordance with text and teachers Guide. Further from observed teachers 9(45%) of teachers were competent enough, 10(50%) of teachers were partially competent and, (5%) of teachers were incompetent to develop a lesson plan and teaching method following text and teachers Guide.

As the same in item 19, the respondents were asked to rate teachers Selection of appropriate instructional methods for the objectives being taught. 62(51%) of teachers were rated competent enough, 51(42%) of teachers were rated partially competent to select the appropriate instructional method for the objectives being taught, and 8(7%) of teachers were rated that teachers were incompetent to select the appropriate instructional method for the objectives being taught. Further from observed teachers 9(45%) of teachers were competent enough to select the appropriate instructional method for the objectives being taught, and 11(55%) of teachers were partially competent to select the appropriate instructional method for the objectives being taught.

Items 20 of table 4.8 the respondents were asked to respond on teachers establishing schedule in which major classroom activates begin and with clearly visible events. 69(57%) of teachers responded that teachers were competent enough, 42(35%) of teachers responded that teachers were partially competent, 8(7%) of teachers responded that teachers were incompetent, and 4(3%) of teachers responded that undecided on teachers establishing schedule in which major classroom activates begin and with clearly visible events. From classroom observation results 12(60%) of teachers were competent enough, and 8(40%) of teachers were partially competent on teachers establishing schedule in which major classroom activates begin and with clearly visible events.

In item 21 the respondents were asked to reply to teachers using group and individual activates as motivational aids when necessary. 61(50%) of teachers were replied that teachers were competent enough to use group and individual activates as motivation when necessary, 45(37%) of teachers were replied that teachers were partially competent to use group and individual

activates as motivation when necessary, 61(50%) of teachers were replied that teachers were incompetent to use group and individual activates as motivation when necessary, and 5(4%) of teachers were replied that teachers were undecided to use group and individual activates as motivation when necessary. Similarly from observed teachers 14(70%) of teachers were competent enough, 5(25%) of teachers were partially competent, and 1(5%) of teachers were incompetent using group and individual activates as motivation when necessary.

In items 22, 54(43%) of teachers responded that teachers were competent enough to use partial correctives for guided practice in a non-evaluative atmosphere, and 53(43%) of teachers responded that teachers were partially competent, and 10(8%) of teachers responded that teachers were incompetent, and 4(3%) of teachers responded that teachers were undecided to use partial correctives for guided practice in a non-evaluative atmosphere. From class observation result 8(40%) of teachers were competent enough, 11(55) of teachers were partially competent, and 1 (5%) of teachers was incompetent to use partial correctives for guided practice in a non-evaluative atmosphere.

Regarding item 23 the respondents were asked to rate teachers' classroom activates on encouraging effective classroom communication. Regarding this 58(48%) of teachers were rated that teachers were competent enough in-classroom activates to encourage effective classroom communication, 45(37%) of teachers were rated that teachers were partially competent, 14(12%) of teachers were rated that teachers were incompetent, and 4(3%) of teachers were rated that teachers were undecided to classroom activates on encourage effective classroom communication. From observed teachers 10(50%) of teachers were competent enough in classroom activities to encourage effective classroom communication, and 10(50%) of teachers were partially competent in classroom activates to encourage effective classroom communication.

Generally as seen in table 4.8 in average 66(54%) teachers reacted that teachers were competent enough to their professional practice, 40(33%) teachers reacted that teachers were partially competent to their professional practice, 12(10%) teachers reacted that teachers were incompetent to their professional practice, and 4(3%) teachers reacted that teachers were undecided to their professional practice. From the average of observed teachers, 12(60%) of

teachers were competent enough, 7(35%) of teachers were partially competent, and 1(5) of the teacher was incompetent to teachers' professional practice.

From table 4.8 the mean values of respondents were seen as; the mean values of teachers respondents were ranges from a maximum of 3.64 to minimum of 3.21, while the overall average mean was 3.38 which was partially competent. From observed teachers, the mean results were rated in the range of a maximum of 3.75 to a minimum of 3.25, while the overall mean was 3.52 also partially competent levels. Wallace (2009) identified professional development had moderate effects on teacher practice and some small effects on student achievement when mediated by teacher practice. The majority of respondents in this showed that the practical domain of licensed teachers in secondary school was partially competent.

4.4.2 The relationship between teachers licensing and teaching effectiveness from teachers' respondents toward professional practice

Based on information gathered from teachers respondents on items related to professional practice, also there were moderate relationships' between teachers licensing, and teaching effectiveness. Pearson correlation of each items related to teaching practice results show that (0.499, 0.360, 0.587, 0.542, 0.389, 0.408, 0.513, 0.563, 0.576, 0.357, 0.427, 0.459, 0.340, and 0.581) respectively, from these the coefficients of person correlation were in between 0.34 to 0.576 which indicates moderate relationships. This shows licensing teachers had moderate relationships to effective teaching, and licensed teachers had moderate or partially competent teaching effectiveness toward professional practice. Specifically licensed teachers had partially competent professional practice to; Introduce the main contents to the learners in easily understandable ways, using examples for demonstration and explain to clarify contents in text, Providing review or summary at the end of lesson, using attention gaining device, Showing enthusiasm and animation through variation in eye contact, voice and gesture, use varying mode of presentation as needed, use mix of reward and reinforces as much as possible, Motivate students to participate in some aspects of the instruction, using different types of evaluation mechanism, develop lesson plan and teaching method accordance with text and teachers Guide, Selecting the most appropriate instructional method for the objectives being taught, establishing schedule in which major classroom activities begin and with clearly visible events, Using group and individual activities as motivational aids.

Table 4.8 the relationship between teachers licensing and teaching effectiveness from teachers' respondents toward professional practice

Indicators	Professional practice	
	Pearson Correlation	1
	Sig. (2-tailed)	
	N	121
	Pearson Correlation	.499**
9. Introduce the main contents to the learners in easily understandable ways	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.360**
10. Using examples for demonstration and explain to clarify contents in text	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.587**
11. Providing review or summery at the end of lesson	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.542**
12. Using attention gaining device (eg. Beginning with motivational questions)	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.389**
13. Showing enthusiasm and animation through variation in eye contact, voice and gesture	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.408**
14. Use varying mode of presentation (eg. lecturing, asking question) as needed	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.513**
15 Use mix of reward and reinforces as much as possible	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.350**
16. Motivate students to participate in some aspects of the instruction (eg. Use questioning)	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.563**
17. Using different types of evaluation mechanism (continues assessments techniques)	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.576**
18. Develop lesson plan and teaching method accordance with text and teachers Guide	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.357**
19. Selecting the most appropriate instructional method for the objectives being taught (eg. primarily using direct instruction and then using indirect instruction	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.427**
20. Establishing schedule in which major classroom activates begin and with clearly visible events	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.459**
21. Using group and individual activates as motivational aids when necessary	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.340**
22. Providing correctives for guided practice in a non-evaluative atmosphere	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	.581**
23. Encourage effective classroom communication	Sig. (2-tailed)	0.000
	N	121
	Pearson Correlation	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.4.4 The relationship between teachers licensing and teaching effectiveness from classroom observation rated by observer toward professional practice

Moreover from classroom observation rated results the relationship between licensing teachers and teachers teaching effective was analyzed in below table 4.11 Linear person correlation test shows that there were relationships between licensed teachers and teaching effectiveness toward teachers' professional practice. Each item related to teachers professional practice rated by observer had (0.501, 0.367, 0.448, 0.514, 0.454, 0.761, 546, 0.590, 0.764, and 0.64) respectively, from these the coefficients of correlation were in between 0.454 to 0.764 which indicates moderate relationships, and the rest items had (0.223, 0.183, 0.148, 0.085, and 0.197) show that there were no relationships between teachers license and effective teaching. More licensed teachers had moderate or partially competent teaching effectiveness toward of professional practice to; using demonstration examples and explain to clarify contents in text, using attention gaining devices, Showing enthusiasm and animation through variation in eye contact, voice, and gesture, use the varying mode of presentation as needed, use mix of reward and reinforce as much as possible, using different types of evaluation mechanism, develop a lesson plan and teaching method accordance with text and teachers Guide, Selecting the most appropriate instructional method for the objectives being taught, establishing schedule in which major classroom activates begin and with clearly visible events, Using group and individual activates as motivational aids when necessary, and providing correctives for guided practice in a non-evaluative atmosphere, and. But there was no relationship between teachers licensing and teachers teaching effectiveness concerning; Introduce the main contents to the learners in easily understandable ways, Providing review or summary at the end of the lesson, motivating students to participate in some aspects of the instruction, Providing correctives for guided practice in a non-evaluative atmosphere, and encourage effective classroom communication.

Table 4.9 the Relationship between Teachers Licensing and Teaching Effectiveness from classroom observation rated by observer toward professional practice

Indicators	Professional practice	
	Pearson Correlation	
	Sig. (2-tailed)	1
	N	20
9. Introduce the main contents to the learners in easily understandable ways	Pearson Correlation	0.223
	Sig. (2-tailed)	0.345
	N	20
10. Using examples for demonstration and explain to clarify contents in text	Pearson Correlation	.501*
	Sig. (2-tailed)	0.024
	N	20
11. Providing review or summery at the end of lesson	Pearson Correlation	0.183
	Sig. (2-tailed)	0.439
	N	20
12. Using attention gaining device (eg. Beginning with motivational questions)	Pearson Correlation	.448*
	Sig. (2-tailed)	0.048
	N	20
13. Showing enthusiasm and animation through variation in eye contact, voice and gesture	Pearson Correlation	.514*
	Sig. (2-tailed)	0.021
	N	20
14. Use varying mode of presentation (eg. lecturing, asking question) as needed	Pearson Correlation	.454*
	Sig. (2-tailed)	0.044
	N	20
15. Use mix of reward and reinforces as much as possible	Pearson Correlation	.761**
	Sig. (2-tailed)	0.000
	N	20
16. Motivate students to participate in some aspects of the instruction (eg. Use questioning)	Pearson Correlation	0.148
	Sig. (2-tailed)	0.533
	N	20
17. Using different types of evaluation mechanism (continues assessments techniques)	Pearson Correlation	.546*
	Sig. (2-tailed)	0.013
	N	20
18. Develop lesson plan and teaching method accordance with text and teachers Guide	Pearson Correlation	0.085
	Sig. (2-tailed)	0.722
	N	20
19. Selecting the most appropriate instructional method for the objectives being taught (eg. primarily using direct instruction and then using indirect instruction	Pearson Correlation	.590**
	Sig. (2-tailed)	0.006
	N	20
20. Establishing schedule in which major classroom activates begin and with clearly visible events	Pearson Correlation	.764**
	Sig. (2-tailed)	0.000
	N	20
21. Using group and individual activates as motivational aids when necessary	Pearson Correlation	.643**
	Sig. (2-tailed)	0.002
	N	20
22. Providing correctives for guided practice in a non-evaluative atmosphere (eg. Provide corrective for the practice without giving marks)	Pearson Correlation	0.197
	Sig. (2-tailed)	0.406
	N	20
23. Encourage effective classroom communication	Pearson Correlation	-0.122
	Sig. (2-tailed)	0.609
	N	20

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Further from group discussion concerning to teaching effectiveness of licensed teachers, toward teachers professional practice. The participant reacted that there was a small difference between licensed and not licensed teachers in real teachers' day-to-day classroom activities. Those licensed teachers had morals than not licensed as one of Biftu Nonno secondary school supervisor Saied "to the reality licensed teachers had morals but they had not extra activities to teaching-learning activities, even they have not seen themselves as one of the certified professionals to relate than not licensed, there were no guide or instruction that categorized their activities, also there was no guide that that direct as to included teachers professional indicators to their work efficiency". The one more issue that most of the respondents from the group the discussion and interview argument was; gap among educators regarding teachers' professional standards. Most of the participants including some licensed teachers, do not know elements and indicators of the teaching profession that are organized in professional standards. Another district gap seen was the nonintegrated teachers' evaluation mechanism. For example, as one expert of the Sokoru District teachers' development program responded he was not a known indicator of teachers' evaluation in that district, and could not get any document regarding teachers' evaluation indicators, this was seen in other districts. Except for experts of licensing and relicensing directorate, other office departments or office directorate did not know standards of the teaching profession, so they did not include these in their checklist to motivate licensed teachers and reinforce unlicensed teachers to certify. In general, from the interviewer, focus group discussion, and some documents interpreted there were little differences among licensed and not licensed teachers toward teachers' professional practice.

Regarding teachers' work efficiency it had no indicator that licensed teachers' practical effectiveness than not licensed. As seen in the domain of professional knowledge work efficiency of both licensed and not licensed was similar which indicated that there was no different teaching effectiveness among licensed and not licensed teachers toward professional practice. Moreover from the teachers' work efficiency of the three schools, there were no differences among licensed and not licensed teachers. But there were differences among schools with teachers' efficiencies that indicated indicators of teachers' efficiencies depend on the school, it has a lack of integration.

4.5 questions related to teachers professional engagement

Table 4.10 describes the professional engagements of secondary school teachers.

professional Engagement										
Activates		undecided	Percent (%)	incompetent	Percent (%)	partially competent	Percent (%)	competent enough	Percent (%)	Mean
		24. Monitoring seatwork by circulating and frequently checking progress	Teachers	7	5.8	12	9.9	54	45	48
	Classroom observation	0	0	0	0	13	65	7	35	3.15
25. Support students seeking special needs(disabled and fast learners) to engage them in learning	Teachers	9	7.4	16	13.2	32	26	64	53	3.25
	Classroom observation	0	0	1	5	5	25	14	70	3.45
26. Establishing unit and lesson organization that reflects task relevant prior learning	Teachers	7	5.8	3	2.5	54	45	57	47	3.33
	Classroom observation	0	0	0	0	10	50	10	50	3.45
27. Planning transitions to new content in small easy to grasp steps	Teachers	6	5	14	11.6	48	40	53	44	3.22
	Classroom observation	0	0	2	10	11	55	7	35	3.2
28. Administering corrective immediately after initial response	Teachers	9	7.4	12	9.9	40	33	60	50	3.25
	Classroom observation	0	0	3	15	7	35	10	50	3.5
29. Specify the lesson in to small and easily understandable pieces	Teachers	0	0	9	7.4	27	22	85	70	3.63
	Classroom observation	0	0	1	5	6	30	13	65	3.6
30. Conducting action research or to facilitate learning to identify problem and to find solution to the problem.	Teachers	6	5	25	20.7	44	36	46	38	3.07
	Classroom observation	0	0	5	25	9	45	6	30	3.1
31. Collaboratively working with the communists (school communities, parents, PTA's etc.)	Teachers	9	7.4	10	8.3	38	31	64	53	3.3
	Classroom observation	0	0	2	10	9	45	9	45	3.5
Average	Teachers	7	5.7	13	10.7	42	34	60	49	3.28
	Classroom observation	0	0	2	9.5	9	43	10	48	3.36

In item 24 of Table 4.12, the respondents were asked to rate the practical engagement of teachers on monitoring seatwork by circulating and frequently checking progress. Concerning this 48(40%) of teachers rated that teachers were competent enough, 54(45%) of teachers rated that teachers were partially competent, 12(9.9%) of teachers rated that teachers were incompetent, and 5(5.5%) of teachers rated that teachers were undecided to monitoring seatwork by circulating and frequently checking progress. From observed teachers 7(35%) of teachers were competent

enough to monitor seatwork by circulating and frequently checking progress, and 13(65%) of teachers were partially competent to monitor seatwork by circulating and frequently checking progress.

Similarly, in item 25 the respondents were asked to rate teachers on their support students seeking special needs to engage them in learning. Regarding this 64(53%) of teachers were responded that teachers were competent enough, 32(26%) of teachers were responded that teachers were partially competent, 16(13.2%) of teachers were responded that teachers were incompetent, and 9(7.4%) of teachers were responded that teachers were undecided to support students seeking special needs to engage them in learning. Similarly from observed teachers 14(70%) of teachers were competent enough, 5(25%) of teachers were partially competent, and 1(5%) of teachers were incompetent to support students seeking special needs to engage them in learning.

In question 26, the respondents were asked to give their opinions on establishing unit and lesson organization that reflects task-relevant prior learning. 57(47%) of teachers were responded that teachers were competent enough, 54(45%) of teachers were responded that teachers were partially competent, 3(2.5%) of teachers were responded that teachers were incompetent, and 7(5.8%) of teachers were responded that teachers were undecided competent enough, enough, enough, to Establishing unit and lesson organization that reflects task-relevant prior learning. In the classroom from observed teachers, 10(50%) of teachers were competent enough, and 10(50%) of teachers were partially competent enough to Establish unit and lesson organization that reflects task-relevant prior learning.

Similarly in question 27, the respondents were asked to give their opinions on planning transitions of teachers to new content in small easy to grasp steps. Concerning these 3(44%) of teachers were responded that teachers were competent enough, 48(40%) of teachers were responded that teachers were partially competent, 14(11.6%) of teachers were responded that teachers were incompetent, and 6(5%) of teachers were responded that teachers were undecided to competent enough to planning transitions of their new content in small easy to understanding step. Similarly from observed teachers 7(35%) of teachers were competent enough, 11(55%) of teachers were partially competent, and 2(10%) of teachers were incompetent to planning transitions of their new content in small easy to understand steps.

In item 28 the respondents were asked teachers to administer corrective immediately after initial response. Regarding this item 60(50%) of teachers were responded that teachers were competent enough, 40(33%) of teachers were responded that teachers were partially competent, 12(9.9%) of teachers were responded that teachers were incompetent, and 9(7.4%) of teachers were responded that teachers were undecided to administer corrective immediately after initial response. Regarding this item from observed teachers, 10(50%) of teachers were rated competent enough, 7(35%) of teachers were rated partially competent, and 3(15%) of teachers were rated incompetent to administer corrective immediately after initial response.

Moreover, in item 30 of Table 4.12, the respondents were asked to rate teachers specifying the lesson into small and easily understandable pieces. Regarding this 75(62%) of teachers were responded that teachers were competent enough, 27(22%) of teachers were responded that teachers were partially competent, and 9(7.4%) of teachers were responded that teachers were incompetent to specifying the lesson into small and easily understandable pieces. Regarding observed teachers, 13(65%) of teachers were rated competent enough, 6(30%) of teachers were rated partially competent, and 1(5%) of the teacher was rated incompetent to specify the lesson is too small and easily understandable pieces.

In item 30 of above table 4.12, the respondents were asked to rate teachers facilitating learning to identify the problem and find the solution to the problem. 46(38%) of teachers were responded that teachers were competent enough, 38(31%) of teachers were responded that teachers were partially competent, and 25(20.7%) of teachers were responded that teachers were incompetent, and 6(5%) of teachers were responded that teachers were undecided to rate their facilitating learning to identify the problem and find a solution to the problem. Concerning this from observed teachers 6(30%) of teachers were rated competent enough, 9(45%) of teachers were rated partially competent, and 13(65%) of teachers were rated incompetent to facilitate learning to identify the problem and find the solution to the problem.

In item 31 of Table 4.12, the respondents were asked to rate teachers' Collaborate work with communities (school communities, parents, PTA's, etc.). Concerning this 64(53%) of teachers were responded that teachers were competent enough, 38(31%) of teachers were responded that teachers were partially competent, 10(8.3%) of teachers were responded that teachers were incompetent, and 9(7.4%) of teachers were responded that undecided to rate teachers collaborate

work with communities (school communities, parents, PTA's, etc.). About to this item from observed teachers, 9(45%) of teachers were rated competent enough, 9(45%) of teachers were rated partially competent, and 2(10%) of teachers were rated incompetent to Collaborate work with communities (school communities, parents, PTA's, etc.)

On average of table 4.12 60(49%) of teachers were responded that teachers were competent enough to teachers professional engagement, 42(34%) of teachers were responded that teachers were partially competent to teachers professional engagement, 13(10.7%) of teachers were responded that teachers were incompetent to teachers professional engagement, 7(5.7%) of teachers were responded that teachers were undecided to their professional engagement. Further from classroom observation result 9(45%) of teachers were rated competent enough, 9(55%) of teachers were rated competent enough, 9(55%) of teachers were rated partially competent, and 2(10%) of teachers were rated incompetent to their professional engagement.

Additionally, the data obtained from open-ended questions, focus group discussions and interviews (principals, supervisors, and office experts of licensing and relicensing directorate) confirmed that most of the teachers' had partial competence in their professional engagements.

From table 4.12 the mean values of teachers respondents were ranges from maximum 3.63 to minimum of 3.07, while the overall average mean was 3.28 almost partial competent and the mean results of classroom observation range from maximum 3.6 to minimum of 3.1, while the overall mean was 3.36 or competent. This showed that the practical status of licensing and relicensing teachers in secondary school was adjacent/nearby to a partial competent level, (Symeonidis, 2015) findings indicate that teachers' professional development is essential for their status. However, in many countries, the minimum qualification required to enter the profession is lower than the university level. Similar it is true that in Ethiopia to the minimum qualification required to enter the profession is lower than the university level it may be a reason the status of professional practice of teachers in this study was partially competent.

4.5.2 The relationship between teachers licensing and teaching effectiveness from teachers' respondents toward professional engagement

From teachers' response to the domain of teachers' professional engagement the relationship between teachers teaching effectiveness and licensing teachers were analyzed below table 4.14. Person linear correlation test shows that there were moderate relationships between licensing teachers and teachers' teaching effectiveness. The result of each items relationships were (0.645, 0.488, 0.544, 0.544, 0.455, 0.618, 0.532, 0.532, and 0.465) respectively, the coefficients of the correlation were in between 0.455 to 0.645 which indicates moderate relationships. This shows licensing teachers had moderate relationships to effective teaching, and licensed teachers had moderate or partially competent teaching effectiveness toward professional engagement. specifically licensed teachers had partially competent to; Monitoring seatwork by circulating and frequently checking progress, Support students seeking special needs(disabled and fast learners) to engage them in learning, Establishing unit and lesson organization that reflects tasks relevant to prior learning, Planning transitions to new content in small easy to grasp steps, Administering corrective immediately after an initial response, Specify the lesson into small and easily understandable pieces, Conditioning action research (to facilitate learning to identify the problem, Collaboratively working with the communists (school communities, parents, PTA's, etc.).

Table 4.11 the Relationship between Teachers Licensing and Teaching Effectiveness from teachers' respondents toward professional Engagement

Indicators		professional engagement
Indicators	Pearson Correlation	1
	Sig. (2-tailed)	
	N	121
24. Monitoring seatwork by circulating and frequently checking progress	Pearson Correlation	.645**
	Sig. (2-tailed)	0.000
	N	121
25. Support students seeking special needs(disabled and fast learners) to engage them in learning	Pearson Correlation	.488**
	Sig. (2-tailed)	0.000
	N	121
26. Establishing unit and lesson organization that reflects task relevant prior learning	Pearson Correlation	.544**
	Sig. (2-tailed)	0.000
	N	121
27. Planning transitions to new content in small easy to grasp steps	Pearson Correlation	.455**
	Sig. (2-tailed)	0.000
	N	121
28. Administering corrective immediately after initial response	Pearson Correlation	.618**
	Sig. (2-tailed)	0.000
	N	121
29. Specify the lesson in to small and easily understandable pieces	Pearson Correlation	.532**
	Sig. (2-tailed)	0.000
	N	121
30. Conditioning action research (to facilitate learning to identify problem and to find solution to the problem)	Pearson Correlation	.532**
	Sig. (2-tailed)	0.000
	N	121
31. Collaboratively working with the communists (school communities, parents, PTA's etc.)	Pearson Correlation	.465**
	Sig. (2-tailed)	0.000
	N	121

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.5.3 The Relationship between Teachers Licensing and Teaching Effectiveness from classroom observation rated by observer toward professional practice

Moreover from classroom observation rated results the relationship between licensing teachers and teachers teaching effective was analyzed in below table 4.15. Linear person correlation test shows that there were relationships between licensed teachers and teaching effectiveness toward teachers' professional engagement. Each item related to teachers' professional engagement rated by observer was (0.558, 0.573, 0.478, 0.012, 0.479, 0.160, and 0.681) respectively, the relation indicates that there were moderate relationships between licensing teachers and teachers teaching

effectiveness. Specifically licensed teachers had moderate or partially competent teaching effectiveness to; monitoring seatwork by circulating and frequently checking progress, Support students seeking special needs(disabled and fast learners) to engage them in learning, Establishing unit and lesson organization that reflects task-relevant prior learning, Administering corrective immediately after an initial response, Specify the lesson into small and easily understandable pieces, Conditioning action research (to facilitate learning to identify the problem, Collaboratively working with the communists (school communities, parents, PTA's, etc. but, 0.012, and 0.160 indicated that teachers were not competent to; Planning transitions to new content in small easy to grasp steps, and Specify the lesson into small and easily understandable pieces.

Table 4.12 the relationship between teachers licensing and teaching effectiveness from classroom observation rated by observer toward professional engagement

Indicators		Professional Engagement
Indicators of professional engagements	Pearson Correlation	1
	Sig. (2-tailed)	
	N	20
24. Monitoring seatwork by circulating and frequently checking progress	Pearson Correlation	.558*
	Sig. (2-tailed)	0.011
	N	20
25. Support students seeking special needs(disabled and fast learners) to engage them in learning	Pearson Correlation	.573**
	Sig. (2-tailed)	0.008
	N	20
26. Establishing unit and lesson organization that reflects task relevant prior learning	Pearson Correlation	.478*
	Sig. (2-tailed)	0.033
	N	20
27. Planning transitions to new content in small easy to grasp steps	Pearson Correlation	-0.012
	Sig. (2-tailed)	0.959
	N	20
28. Administering corrective immediately after initial response	Pearson Correlation	.479*
	Sig. (2-tailed)	0.032
	N	20
29. Specify the lesson in to small and easily understandable pieces	Pearson Correlation	0.160
	Sig. (2-tailed)	0.499
	N	20
30. Conditioning action research (to facilitate learning to identify problem and to find solution to the problem)	Pearson Correlation	.681**
	Sig. (2-tailed)	0.001
	N	20

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

4.6 Teaching Effectiveness Established by Licensed Teachers at Secondary schools

The third purpose of this study is to examine teaching effectiveness established at secondary schools by licensed teachers. Based on data obtained through questionnaires responded by teachers, classroom observation via a checklist, interview, focus group discussion, and document analysis the relationships of teaching effectiveness and licensing teachers were discussed. As seen in the previous, the three domains; professional knowledge, professional practice, and professional engagement were interpreted. Tables, 4.9, 4.10, 4.11, and tables 4.13, 4.14, 4.15 show differences between licensed and not licensed teachers to effective teaching.

In below table 4.15 the independent t-test results show that the difference between licensed and not licensed teachers toward professional knowledge. In each item even the difference between licensed and not licensed teachers was not magnified, there were some differences between licensed and not licensed teachers toward of professional knowledge, the standard error of licensed teachers were 0.046 to 0.060 while the standard error of not licensed teachers professional knowledge were 0.067 to 0.097 which indicated licensed teachers have 93.3% to 94.0% degree of confidence to established effective teaching in secondary school and not licensed teachers have 93.3% to 90.3% degree confidence to established effective teaching in secondary school toward the domain of professional knowledge. Therefore from the above evidence licensed teachers have more knowledge to establish effective teaching than not licensed teachers.

Table 4.13 Teachers Response on Teaching Effectiveness Established by Licensed teachers toward Professional Knowledge

		Group Statistics			
Indicators		N	Mean	Std. Deviation	Std. Error Mean
1. Know the subjects and maintaining logical sequence of subject mater	licensed	90	3.70	0.485	0.051
	not licensed	31	3.77	0.425	0.076
2. Relating his/her subject to other related subjects	licensed	90	3.58	0.560	0.059
	not licensed	31	3.55	0.506	0.091
3. Know the students to maintaining the proper depth of the subject	licensed	90	3.57	0.498	0.053
	not licensed	31	3.71	0.461	0.083
4. Know the students to maintaining the proper breadth of the subject	licensed	90	3.52	0.502	0.053
	not licensed	31	3.55	0.506	0.091
5. Know his/her subject to teach in an easily understandable manner	licensed	90	3.74	0.439	0.046
	not licensed	31	3.74	0.445	0.080
6. Use lesson Plan and inform learners about the lesson objectives	licensed	90	3.76	0.457	0.048
	not licensed	31	3.84	0.374	0.067
7. Provide content selection and organization	licensed	90	3.52	0.565	0.060
	not licensed	31	3.58	0.502	0.090
8. Check for task relevant prior learning at the beginning of learning	licensed	90	3.62	0.510	0.054
	not licensed	31	3.68	0.541	0.097

4.6.2 Teachers response on teaching effectiveness established by licensed teachers toward professional practice

Below table 4.117 the statistical result of the independent t-test show the difference between licensed and not licensed teachers toward professional practice. In each item even the difference between licensed and not licensed teachers was not magnified, there were some differences between licensed and not licensed teachers toward of professional practice, the standard error of licensed teachers were 0.051 to 0.084 while the standard error of not licensed teachers to professional knowledge was 0.20 to 0.245 which indicated that licensed teachers had 93.3% to 86.6% degree of confidence to established effective teaching in secondary school and not licensed teachers had 80% to 75.5% degree of confidence to established effective teaching in secondary school toward the domain of professional practice.

Table 4.14 Teachers Response on Teaching Effectiveness Established by Licensed teachers toward professional practice

		Group Statistics			
teachers license		N	Mean	Std. Deviation	Std. Error Mean
9. Introduce the main contents to the learners in easily understandable ways	licensed	90	3.58	0.497	0.052
	not licensed	31	3.58	0.502	0.090
10. Using examples for demonstration and explain to clarify contents in text	licensed	90	3.72	0.450	0.047
	not licensed	31	3.74	0.514	0.092
11. Providing review or summery at the end of lesson	licensed	90	3.52	0.796	0.084
	not licensed	31	3.13	0.885	0.159
12. Using attention gaining device (eg. Beginning with motivational questions)	licensed	90	3.59	0.517	0.054
	not licensed	31	3.65	0.551	0.099
13. Showing enthusiasm and animation through variation in eye contact, voice and gesture	licensed	90	3.54	0.603	0.064
	not licensed	31	3.65	0.486	0.087
14. Use varying mode of presentation (eg. lecturing, asking question) as needed	licensed	90	3.6000	0.49264	0.05193
	not licensed	31	3.6774	0.54081	0.09713
15. Use mix of reward and reinforces as much as possible	licensed	90	3.61	0.534	0.056
	not licensed	31	3.45	0.568	0.102
16. Motivate students to participate in some aspects of the instruction	licensed	90	3.59	0.517	0.054
	not licensed	31	3.68	0.475	0.085
17. Using different types of evaluation mechanism	licensed	90	3.61	0.513	0.054
	not licensed	31	3.65	0.551	0.099
18. Develop lesson plan and teaching method accordance with text and teachers Guide	licensed	90	3.71	0.480	0.051
	not licensed	31	3.77	0.497	0.089
19. Selecting the most appropriate instructional method for the objectives being taught	licensed	90	3.52	0.565	0.060
	not licensed	31	3.61	0.495	0.089
20. Establishing schedule in which major classroom activates begin and with clearly visible events	licensed	90	3.66	0.478	0.050
	not licensed	31	3.74	0.445	0.080
21. Using group and individual activates as motivational aids when necessary	licensed	90	3.62	0.488	0.051
	not licensed	31	3.45	0.506	0.091
22. Providing correctives for guided practice in a non-evaluative atmosphere	licensed	90	3.61	0.555	0.058
	not licensed	31	3.68	0.475	0.085
23. Encourage effective classroom communication	licensed	90	3.47	0.796	0.084
	not licensed	31	3.06	0.892	0.160

4.6.3 Teachers response on Teaching Effectiveness Established by Licensed teachers toward professional Engagement

From the independent t-test, the results of effective teaching established by licensed and not licensed teachers were seen in table 4.18 In each item the standard error of effective teaching established by licensed teachers toward professional engagement were 0.046 to 0.120 while the standard error of effective teaching established by not licensed teachers toward professional engagement was 0.072 to 0.144 which indicated licensed teachers had 95.4% to 88% degree of confidence to established effective teaching, and not licensed teachers had 92.8 % to 85.6% degree of confidence to established effective teaching in secondary school; licensed teachers had some differences to established effective teaching than not licensed teachers in secondary school toward the domain of professional engagement.

Table 4.15 Teachers Response on Teaching Effectiveness Established by Licensed teachers toward professional engagement

Indicators		N	Mean	Std. Deviation	Std. Error Mean
24. Monitoring seatwork by circulating and frequently checking progress	licensed	90	3.50	0.707	0.075
	not licensed	31	3.55	0.568	0.102
25. Support students seeking special needs(disabled and fast learners) to engage them in learning	licensed	90	3.52	0.565	0.060
	not licensed	31	3.68	0.541	0.097
26. Establishing unit and lesson organization that reflects task relevant prior learning	licensed	90	3.73	0.469	0.049
	not licensed	31	3.81	0.402	0.072
27. Planning transitions to new content in small easy to grasp steps	licensed	90	3.79	0.437	0.046
	not licensed	31	3.77	0.425	0.076
28. Administering corrective immediately after initial response	licensed	90	3.62	0.510	0.054
	not licensed	31	3.61	0.615	0.110
29. Specify the lesson in to small and easily understandable pieces	licensed	90	3.82	0.464	0.049
	not licensed	31	3.71	0.529	0.095
30. facilitate learning to identify problem and to find solution to the problem	licensed	90	3.01	0.679	0.072
	not licensed	31	3.13	0.670	0.120
31. Collaboratively working with the communists (school communities, parents, PTA's etc.)	licensed	90	3.60	0.596	0.063
	not licensed	31	3.39	0.803	0.144

4.6.4 Teaching Effectiveness Established by Licensed Teachers rated by Classroom observation response to professional knowledge

Similar to teachers' responses class observation result also show that there were some differences between licensed and not licensed teachers to establish effective teaching in secondary schools. Statistical results of independent t-test show that there was little difference between licensed and not licensed teachers to establish effective teaching in secondary schools. In each item the standard error of effective teaching established by licensed teachers toward professional knowledge was 0.067 to 0.133 while the standard error of effective teaching established by not licensed teachers toward professional knowledge were 0.200 to 0.245 which indicated licensed teachers had 93.3% to 86.7 % degree of confidence to established effective teaching, and not licensed teachers had 80 % to 75.5% degree of confidence to established effective teaching in secondary school; which indicated that licensed teachers had some differences to established effective teaching than not licensed teachers in secondary school toward the domain of professional knowledge.

Table 4.16 Teaching Effectiveness Established by Licensed Teachers rated from Classroom observation to Professional Knowledge

		Group Statistics			
Indicators		N	Mean	Std. Deviation	Std. Error Mean
1. Know the subjects and maintaining logical sequence of subject mater	licensed	15	3.93	0.258	0.067
	Not licensed	5	3.40	0.548	0.245
2. Relating his/her subject to other related subjects	licensed	15	3.87	0.352	0.091
	Not licensed	5	3.80	0.447	0.200
3. Know the students to maintaining the proper depth of the subject	licensed	15	3.53	0.516	0.133
	Not licensed	5	3.80	0.447	0.200
4. Know the students to maintaining the proper breadth of the subject	licensed	15	3.47	0.516	0.133
	Not licensed	5	3.60	0.548	0.245
5. Know his/her subject to teach in an easily understandable manner	licensed	15	3.87	0.352	0.091
	Not licensed	5	3.80	0.447	0.200
6. Use lesson Plan and inform learners about the lesson objectives	licensed	15	3.93	0.258	0.067
	Not licensed	5	3.80	0.447	0.200
7. Provide content selection and organization	licensed	15	3.60	0.507	0.131
	Not licensed	5	3.80	0.447	0.200
8. Check for task relevant prior learning at the beginning of learning	licensed	15	3.80	0.414	0.107
	Not licensed	5	3.60	0.548	0.245

4.6.5 Teaching effectiveness established by licensed teachers rated by Classroom observation response on professional practice

The same to professional knowledge of above 4.119 the statistical results of independent t-test show that there was a little difference between licensed and not licensed teachers to establish effective teaching in secondary schools. In each item the standard error of effective teaching established by licensed teachers toward professional practice was 0.091 to 0.159 while the standard error of effective teaching established by not licensed teachers toward professional practice were 0.200 to 0.400 which indicated licensed teachers had 91% to 84.1 % degree of confidence to established effective teaching, and not licensed teachers had 80 % to 60 % degree of confidence to established effective teaching in secondary school; which indicated that licensed teachers had some differences to established effective teaching than not licensed teachers in secondary school toward the domain of professional practice.

Table 4.17 Teaching Effectiveness Established by Licensed Teachers rated by Classroom observation on Professional Practice

Group Statistics

Indicators		N	Mean	Std. Deviation	Std. Error Mean
9. Introduce the main contents to the learners in easily understandable ways	licensed	15	3.67	0.488	0.126
	Not licensed	5	3.80	0.447	0.200
10. Using examples for demonstration and explain to clarify contents in text	licensed	15	3.87	0.352	0.091
	Not licensed	5	3.60	0.548	0.245
11. Providing review or summery at the end of lesson	licensed	15	3.67	0.617	0.159
	Not licensed	5	3.80	0.447	0.200
12. Using attention gaining device	licensed	15	3.60	0.507	0.131
	Not licensed	5	3.80	0.447	0.200
13. Showing enthusiasm and animation through variation in eye contact, voice and gesture	licensed	15	3.87	0.352	0.091
	Not licensed	5	3.80	0.447	0.200
14. Use varying mode of presentation (eg. lecturing, asking question) as needed	licensed	15	3.87	0.352	0.091
	Not licensed	5	3.60	0.548	0.245
15 Use mix of reward and reinforces as much as possible	licensed	15	3.80	0.414	0.107
	Not licensed	5	3.40	0.894	0.400
16. Motivate students to participate in some aspects of the instruction	licensed	15	3.40	0.507	0.131
	Not licensed	5	3.60	0.548	0.245
17. Using different types of evaluation mechanism (continues assessments techniques)	licensed	15	3.80	0.414	0.107
	Not licensed	5	3.60	0.548	0.245
18. Develop lesson plan and teaching method accordance with text and teachers Guide	licensed	15	3.67	0.488	0.126
	Not licensed	5	3.40	0.548	0.245
19. Selecting the most appropriate instructional method for the objectives being taught (eg. primarily using direct instruction and then using indirect instruction	licensed	15	3.73	0.458	0.118
	Not licensed	5	3.80	0.447	0.200
20. Establishing schedule in which major classroom activates begin and with clearly visible events	licensed	15	3.80	0.414	0.107
	Not licensed	5	3.60	0.548	0.245
21. Using group and individual activates as motivational aids when necessary	licensed	15	3.87	0.352	0.091
	Not licensed	5	3.60	0.548	0.245
22. Providing correctives for guided practice in a non-evaluative atmosphere	licensed	15	3.73	0.458	0.118
	Not licensed	5	3.80	0.447	0.200
23. Encourage effective classroom communication	licensed	15	3.93	0.258	0.067
	Not licensed	5	3.60	0.548	0.245

4.6.6 Teaching Effectiveness Established by Licensed teachers rated by Classroom observation response to professional engagement

The statistical results of the independent t-test below table 4.21 show that there was a slight difference between licensed and not licensed teachers to establish effective teaching in secondary schools toward professional engagement. In each item the standard error of effective teaching established by licensed teachers toward professional engagement was 0.067 to 0.159 while the standard error of effective teaching established by not licensed teachers toward professional engagement were 0.200 to 0.245 which indicated licensed teachers had 93.3 % to 84.1 % degree of confidence to established effective teaching, and not licensed teachers had 80 % to 75.5 % degree of confidence to established effective teaching in secondary school; which indicated that licensed teachers had some differences to established effective teaching than not licensed teachers in secondary school toward the domain of professional engagement.

Table 4.18 teaching effectiveness established by licensed teachers rated by Classroom observation response to professional engagement

		Group Statistics			
Indicators		N	Mean	Std. Deviation	Std. Error Mean
24. Monitoring seatwork by circulating and frequently checking progress	licensed	15	3.67	0.488	0.126
	Not licensed	5	3.20	0.447	0.200
25. Support students seeking special needs(disabled and fast learners) to engage them in learning	licensed	15	3.80	0.414	0.107
	Not licensed	5	3.60	0.548	0.245
26. Establishing unit and lesson organization that reflects task relevant prior learning	licensed	15	3.93	0.258	0.067
	Not licensed	5	3.80	0.447	0.200
27. Planning transitions to new content in small easy to grasp steps	licensed	15	3.93	0.258	0.067
	Not licensed	5	3.80	0.447	0.200
28. Administering corrective immediately after initial response	licensed	15	3.67	0.617	0.159
	Not licensed	5	3.40	0.548	0.245
29. Specify the lesson in to small and easily understandable pieces	licensed	15	3.93	0.258	0.067
	Not licensed	5	4.00	0.000	0.000
30. Conditioning action research	licensed	15	3.47	0.516	0.133
	Not licensed	5	2.80	0.447	0.200

In generally licensed teachers established effective teaching than not licensed teachers. But the effective teaching established by licensed teachers was not enough or the effective teaching established by licensed teachers was slight to it considered.

Further in open-ended items 33 licensed teachers' asked to give their opinion on their interests in the teaching profession that direct them to establish effective teaching. Almost all licensed

teachers responded that they have an interest in the teaching profession. Moreover, they asked how long they plan to stay in the teaching profession; they responded that until their retired. In open-ended items 34 of teachers' questionnaires, the respondents were asked to list what makes teachers distaste their profession the majority of respondents list that less payment, shortage of infrastructure for teaching; lack of laboratory equipment's, lack of internet access, poor school environments example shortage of class to give tutor. As one licensed teacher of koru secondary school said, "Teaching profession is interesting profession than another profession because no nation, no country or no world without teachers, all things are teachers' product and there are teachers hand in any sector activates and developments we teach see ourselves as a change agents but most of us not do this so societies respect many things from teachers when they send their children to school, teachers establishing effective teaching respected from all teachers not from licensed ". Additionally, the data obtained from the interview (school principals, secondary school supervisors, and experts from districts and zone office) and focus group discussion of department heads confirmed that most of the licensed teachers have interests in their profession. As a secondary school supervisor of Nonno Beenja district Saied "licensing teachers made computation among teachers, competent teachers were succeeding the test, computation gives teachers internal satisfaction to their personal as a teacher who stands in front of students and his activates is magnify him in the society. But there were not seen the difference between licensed and not licensed teachers in classroom day-to-day activities because licensing teachers were not related to classroom teachers' activities. There is a communication gap between stockholders on teachers' professional standards, the information gap between us make evaluators use different evaluation elements to evaluate teachers, we don't know the standards and do not use the standards or elements of standards as a measurement tool of quality of teaching so it is difficult at this time to give deep information about effective teaching established by licensed and not licensed teachers". Also, office experts realize that there was information gaps evaluated licensed by their license. Some teachers were motivated to their profession than licensed, hence licensing teachers was not used as evaluation tools, and it needs extra communication to use as teachers competence. Generally from interviewers, and group discussion participants view "licensing teachers, not at evaluation level or competency determination standard, we cannot evaluate teachers teaching effectiveness by their license certificate, it was a beginning, we have no full information about teachers' license or teachers' professional standards. Until 2013 license

certificate had no values but in 2013 used as one criterion to transfer to Addis Ababa Area, it was also seen as some criteria and advantages". But some of the respondents perceived teachers' licenses as extra certificates and for additional incomes. Some licensed teachers also raise a question for additional incomes and reinforcements, including licensed teachers have skill gaps on teachers' professional standards, the standards were not connected with teaching-learning activities, teachers' professional licenses were not sensed as student learning improvements, it was perceived as teachers life or income improvement. It needs more communication to understand teachers' professional license as stated by different research findings such as; licensed teachers establish effective teaching to their students, licensing and certification motivate teachers to practice effective teaching (Sachs, 2003).

CHAPTER: FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This final chapter presents the summary, conclusions, and recommendations of the study.

5.1. Summary of Findings

The main purpose of this study was to examine the effect of licensing on teachers teaching effectiveness at Jimma Zone secondary school, Oromia regional state. The study also attempted to explore; licensing practice of teachers at secondary school of Jimma zone, the effect of Licensing on Teachers Teaching Effectiveness at Jimma zone secondary schools, and identify Teaching Effectiveness manifested by licensed teachers at Jimma zone secondary schools.

To attain these objectives the following related questions were raised and answered in the course of the study.

1. To What extents Teachers' licensing practiced at secondary schools of Jimma zone?
2. What is the Effect of Licensing on Teachers Teaching Effectiveness at Jimma Zone Secondary Schools?
3. What aspects of Effective Teaching Established by Licensed Teachers at Secondary Schools of Jimma Zone?

To deal with these questions, a cross-sectional survey design with both Quantitative and qualitative data gathering approaches were used. Questionnaires, interview questions; guides questions for focus group discussion, and note for document analysis were used as an instrument of data collection. To provide relevant data five clusters of Jimma Zone, five districts or one district from each cluster, and one secondary school from each selected district were selected by stratify random sampling techniques. From selected districts, and secondary schools 121 teachers, 20 department head teachers, 20 teachers for class observation, 10 principals, 5 schools supervisors, and 12 Districts, and, Zone office of experts of a total 188 of participants were included in the study. After the completion of data analysis and interpretation; the following major findings were drawn.

5.1.1 The extent of Teachers Licensing practice

The finding of the study revealed that the extent of teachers' licensing practice at secondary schools of Jimma Zone was partially competent. Even though the majority of in-service teachers were take test exams at least one-time, majority of them not pass the exam tests. Also as identified by this study;

- Newly employed teachers were in the line of the licensing system. Majority of the licensed teachers have initial license certificate that indicate almost from the starting of the licensing system to now newly employ teachers are in the line of the licensing system.
- Teachers teaching professional certificate was felled by different obstacles, like communication gap, and interruption between, Zone, Region, and Ministry of education.

5.1.2 The Effect of Licensing on Teachers Teaching Effectiveness

The study examined the effect of licensing teachers on teachers teaching effectiveness. The results indicated that Licensing teachers have partial effects on teachers teaching effectiveness at Jimma zone Secondary Schools. As seen in the study results the teaching effectiveness of licensed teachers was partially competent and, there was a moderate relationship between licensing teachers and teachers' effective teaching toward the teaching profession.

1. The study showed that licensed teachers' were partially competent; there were a moderate relationship between licensing teachers and effective teaching, licensed teachers have partial knowledge to;
 - Know the subjects and how to teach,
 - know the learners and how to learn
2. Similarly, the study results indicated that licensed teachers were partially competent to their professional practice; there were moderate relationship between licensing teachers and effective teaching. Licensed teachers partially practiced to;
 - Plan for and implement effective teaching
 - Create and maintain a supportive and safe learning Environment
 - Assess, provide feedback, and report on students learning

- Introduce main contents, Providing review at the end of the lesson, Motivate students, use different evaluation mechanisms, Selecting the most appropriate instructional method for the objectives being taught, and establish a schedule
 - Use group and individual activates as motivational aids when necessary
 - Providing correctives for guided practice in a non-evaluative atmosphere,
 - Encouraging effective classroom communication.
3. The study also indicated that licensed teachers were partially competent in practical activities. Licensing teachers have moderate relationship with teaching effectiveness to professional engagement. Licensed teachers have partial competent to;
- Monitoring seatwork by circulating and frequently checking progress,
 - Support students seeking special needs to engage them in learning,
 - Facilitate learning to identify the problem, collaboratively working with the communities (school communities, parents, PTA's, etc.).

5.1.3 Teaching Effectiveness Established by Licensed Teachers at Secondary schools

The finding shows that licensed teachers' were established partial effective teaching at secondary schools of Jimma zone. Through the light of teaching domain; licensed teachers were partially established effective teaching and they partially established to;

- Use group and individual activates as motivational aids when necessary
- To provide correctives for guided practice in a non-evaluative atmosphere, and
- Encourage effective classroom communication, using different types of evaluation mechanisms, and develop a lesson plan and teaching method
- Establishing a schedule in which major classroom activates begin and with clearly visible events,
- Using group and individual activates as motivational aids
- Monitor seatwork by circulating and frequently checking progress,
- Supporting students seeking special needs to engage them in learning, Identify the problem, find a solution to the problem faced, and collaboratively work with the community.

5.2 Conclusion

Based on the major findings, the following conclusions were drawn. The finding of the study indicated that the status of teachers licensing and relicensing practice at secondary schools of Jimma Zone was partially competent to professional knowledge, professional practice, and professional engagements. From this we can conclude that licensed teachers' implementation of professional practice in teaching activates was partial and not competent with respects to the national professional standards and not implemented in real classroom activates as intended.

The study results indicated that Licensing have effects on teachers teaching effectiveness at Jimma zone Secondary Schools. From the finding of this study licensing teachers have moderate relationships with teachers teaching effectiveness, it shows that licensed teachers were partially effective in teaching; licensed teachers have morals and they were effective to their profession even though their effectiveness was not as expected.

The finding also shows licensed teachers established partial effective teaching to their learners they partially; motivate students; they have positive Perceptions toward their teaching profession and to stay in the teaching position. Licensed teachers have professional interests and they like their profession, Teachers' professional standards, and elements of teachers' professional standards were not connected to teachers' classroom day-to-day activities, and licensing teachers were not seen in the angle of quality of teaching, not seen in the light of students' achievement.

5.3 Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded.

- Schools, District education offices, zonal education offices, and other concerned bodies need to give weight teachers' professional standards. To improve teachers' professional standards it needs motivate teachers to licensing by pre-services and in-service training, giving certificates on time for those who succeeded in the test exam, and supporting those not succeed in the tests to succeed. Motivate those certified in their profession with corresponding to teachers 'career levels and connect teachers' license with teachers' career structure.
- Many teachers' activates are formally organized and have fixed schedules to be conducted nation and national, such activates may not include professional activities that make teachers effective in their teaching. Teaching effectiveness of teachers need the personal motivation of

teacher, it is recommended that to make teachers effective in their teaching teachers are certified to their profession. To be fully utilizing their potential, personal creativity for professional knowledge, professional practice, and professional engagements, teachers should be encouraged and motivated; this is realized by computing teachers with their performance, connecting teachers' professional standards with teachers' evaluation indicators, and applying an integrated evaluation system uniformly in each school.

- Indicators of teachers professional License should be related to; teachers' evaluation tools, teaching license should be seen as a quality-assuring mechanism not seen only in teachers' personal development strategies'.
- The communication gap of stockholders on the standards and indicators of standards should be solved, awareness should be given to stockholders on licensing teachers, the relationships of teaching profession and teachers' career structure, strategies of renewing teachers' licenses, and way of relating teachers' day to day activities with teachers' professional standards should be planned.
- Assigning school leadership and supervisors for school managements from qualified and certified teachers, because most principals and supervisors' had not full information on teachers' professional standards' and indicators of the teaching profession. The teaching profession needs a clever and creative person that understands the teaching profession and it's recognized to include all teachers in school works.
- From the finding licensing teachers and effective teaching have positive relationships. Licensed teachers are effective in teaching activates. They know about their professional development and practically use their knowledge in classroom activities, but they do not fully apply their knowledge to classroom activities as much as expected from them. Hence, they should regularly make use of these professional development activities which contribute to continual enhancement and maintenance of professional practice and professional engagements competencies and experiences.
- The most influential activates of licensed teachers in establishing effective teaching. Therefore, licensed teachers, should be develop personal creativity and improve their professional competencies. In addition, it should be need to motivate teachers and support them by an additional incentive for their creativities and their hard work.

- Give more opportunities to teachers; make teachers effective in their work and significant impact on the success of students' learning. Personal originated activities help to apprise teachers with the current education system and encourage them to be lifelong learners. Thus, it is recommended that teachers are updated and upgraded to their profession and the necessary support for their efforts in creating awareness about the importance of licensing and relicensing activities; it should be taken as a part of improving the quality of the learning-teaching process than seen in the light of teachers' incentives only.
- So, it is suggested that teachers' management system from the regional education bureau up to the school should decide and institutionalize the follow-up system by using classroom observation checklist, teachers' evaluation system portfolio analysis, interview and questionnaire.

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Appendix

JIMMA UNIVERSITY

DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDY COLLEGE
OF EDUCATION AND BEHAVIORAL SCIENCE

Questionnaires for teacher, Department heads', principals, and supervisors'

Directions:

Dear respondents: The main purpose of this study is to gather relevant data to the study allowed "The effects of licensing and relicensing on teachers teaching effectiveness at Jimma zone Secondary School". Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private

No need to consult others to fill the question and no need to write your name on the questionnaire.

Part I: Personal Information

Please, write your personal background on the space provided.

School _____ Sex, Male _____ Female _____

Education level (MA/MSc, Degree Diploma) _____

Subject teaching _____ Years of experience in teaching _____

Regarding to license (licensed/not licensed) _____

If licensed (initial, full or permanent license) _____

Part II: Please use one of the following Likert-scales to point out your response by marking “X” against each closed ended item from the given rating scales.

1=undecided, 2=incompetent 3= partially competent, 4 = competent enough

		Activates	4	3	2	1
Professional Knowledge	1	Know the subjects and maintaining logical sequence of subject mater				
	2	Relating his/her subject to other related subjects				
	3	Know the students to maintaining the proper depth of the subject				
	4	Know the students to maintaining the proper breadth of the subject				
	5	Know his/her subject to teach in an easily understandable manner				
	6	Use lesson Plan and inform learners about the lesson objectives				
	7	Provide content selection and organization				
	8	Check for task relevant prior learning at the beginning of learning (determining the level of understanding of prerequisite concepts and re-teaching if necessary				
professional Practice	9	Introduce the main contents to the learners in easily understandable ways				
	10	Using examples for demonstration and explain to clarify contents in text				
	11	Providing review or summery at the end of lesson				
	12	Using attention gaining device (eg. Beginning with motivational questions)				
	13	Showing enthusiasm and animation through variation in eye contact, voice and gesture				
	14	Use varying mode of presentation (eg. lecturing, asking question) as needed				
	15	Use mix of reward and reinforces as much as possible				
	16	Motivate students to participate in some aspects of the instruction (eg. Use questioning)				
	17	Using different types of evaluation mechanism (continues assessments techniques)				
	18	Develop lesson plan and teaching method accordance with text and teachers Guide				
	19	Selecting the most appropriate instructional method for the objectives being taught (eg. primarily using direct instruction and then using indirect instruction				
	20	Establishing schedule in which major classroom activates begin and with clearly visible events				
	21	Using group and individual activates as motivational aids when necessary				
	22	Providing correctives for guided practice in a non-evaluative atmosphere (eg. Provide corrective for the practice without giving marks)				
	23	Encourage effective classroom communication				
professional Engagement	24	Monitoring seatwork by circulating and frequently checking progress				
	25	Support students seeking special needs(disabled and fast learners) to engage them in learning				
	26	Establishing unit and lesson organization that reflects task relevant prior learning				
	27	Planning transitions to new content in small easy to grasp steps				
	28	Administering corrective immediately after initial response				
	29	Specify the lesson in to small and easily understandable pieces				
	30	Conditioning action research (to facilitate learning to identify problem and to find solution to the problem)				
	31	Collaboratively working with the communists (school communities, parents, PTA's etc.)				

32. **Please Note** that if there are items on which you cannot decide mention their No and your reason for not able to decide: _____

Part III Open-ended question

33. All in all do you interested in your profession? _____

How long do you plan to remain in teaching? _____

34. In your perception what make teachers to distaste/leave their profession?

35. In your view if there are factors that hinder/promote the effectiveness of secondary school teachers please briefly mention them: _____

36. Do you have a comment on teachers professional licensing if there are problems regarding the teaching effectiveness of teachers, would you please describe the possible solution?

37. Please provide your overall comment on the current license of secondary school teacher:

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DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Classroom observation checklist

1=undecided, 2=incompetent 3= partially competent, 4 = competent enough

School _____ section _____

	Activates	4	3	2	1
1	Know the subjects and maintaining logical sequence of subject mater				
2	Relating his/her subject to other related subjects				
3	Know the students to maintaining the proper depth of the subject				
4	Know the students to maintaining the proper breadth of the subject				
5	Know his/her subject to teach in an easily understandable manner				
6	Use lesson Plan and inform learners about the lesson objectives				
7	Provide content selection and organization				
8	Check for task relevant prior learning at the beginning of learning (determining the level of understanding of prerequisite concepts and re-teaching if necessary				
9	Introduce the main contents to the learners in easily understandable ways				
10	Using examples to demonstration, explain and clarify contents in text				
11	Providing review or summery at the end of lesson				
12	Using attention gaining device (eg. Beginning with motivational questions				
13	Showing enthusiasm and animation through variation in eye contact, voice and gesture				
14	Use varying mode of presentation (eg. lecturing, asking question) as needed				
15	Use mix of reward and reinforces as much as possible				
16	Motivate students to participate in some aspects of the instruction (eg. Use questioning)				
17	Using different types of evaluation mechanism (continues assessments techniques)				
18	Develop lesson plan and teaching method accordance with text and teachers Guide				
19	Selecting the most appropriate instructional method for the objectives being taught (eg. primarily using direct instruction and then using indirect instruction				
20	Establishing schedule in which major classroom activates begin and with clearly visible events				
21	Using group and individual activates as motivational aids when necessary				
22	providing correctives for guided practice in a non-evaluative atmosphere (eg. Provide corrective for the practice without giving marks)				
23	Encourage effective classroom communication				
24	Monitoring seatwork by circulating and frequently checking progress				
25	Support students seeking special needs(disabled and fast learners) to engage them in learning				
26	Establishing unit and lesson organization that reflects task relevant prior learning				
27	Planning transitions to new content in small easy to grasp steps				
28	Administering corrective immediately after initial response				
29	Specify the lesson in to small and easily understandable pieces				
30	Conditioning action research (to facilitate learning to identify problem and to find solution to the problem)				
31	Collaboratively working with the communists (school communities, parents, PTA's etc.)				

Subject observed _____ Observation date _____ time
 (begin) _____ ended _____

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**DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

Group discussion Questions for Department head teachers

1. In this school do licensed teachers effective in their teaching than unlicensed?
2. What do you say about licensed teachers dose they
 - Motivated to their profession?
 - Have interested to their profession
3. What types of professional ethics do you expect form licensed teachers?
4. What is the professional interest of licensed teachers in this school?
5. Does they effective in classroom?

JIMMA UNIVERSITY

DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDY COLLEGE
OF EDUCATION AND BEHAVIORAL SCIENCE

Interview questions for principals, supervisors, and experts of teachers' professional standard directorate

1. How do you demonstrate the status of teachers' licensing and relicensing practice?
2. What do you know about professional interest of licensed teachers?
 - Do you agree licensed teachers are model in their teaching?
 - Does licensed teachers are active participants in teaching learning process?
3. Do licensed teachers effective on their teaching?
 - Do they respected by their students?
 - Do they respected by school societies?
 - Do they monitor their colleagues?
4. Do you use teachers professional standards to evaluate teachers
5. What do you have a comment on licensing and relicensing practice?