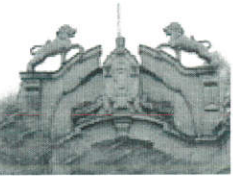


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**ADDIS ABABA UNIVERSITY  
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**THE PRACTICE, CHALLENGES AND PROSPECTS OF TEACHER  
PROFESSIONAL DEVELOPMENT IN ETHIOPIAN HIGHER LEARNING  
INSTITUTIONS: THE CASE OF BAHIR DAR UNIVERSITY**

**BY**

**WUBNESH SHIFERAW**



**JUNE 2010  
ADDIS ABABA**

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## ACRONYMS

ADRC:	Academic Development and Resource Center
BDU:	Bahir Dar University
BPR:	Business Process Reengineering
EQUIP:	Education Quality Improvement Programme
HERQA:	Higher Education Relevance and Quality Agency
HEI:	Higher Education Institutions
MoE:	Ministry of Education
PD:	Professional Development
PDP:	Professional Development Programme
PLC:	Professional Learning Communities
PST:	Pedagogical Skills Training
TPD:	Teacher Professional Development
UM:	University Management
SPSS:	Statistical Package for Social Sciences

**ABSTRACT**

This study attempted at exploring the practice, challenge and prospects of teacher professional development (TPD) in the Ethiopian HEIs with particular reference to Bahir Dar University. To this end, concurrent nested mixed methods design was employed. Semi structured interview guides were employed to collect data from 14 participants including 5 teachers, 5 university management, 3 pedagogical skills training trainers and ADRC coordinator. Moreover, document analysis was used to supplement the data collected via interview. Forty (40) out of 124 teachers who attended the training participated by filling the questionnaire. Both open and close-ended items were included in the questionnaire. The data collected through interview, document analysis and open-ended items of the questionnaire were coded and described based on the themes identified and the basic research questions. The data collected through close-ended items of the questionnaire were analyzed by using descriptive and inferential statistics. The qualitative and quantitative data were integrated in the analysis part of the study. In this study, a theoretical model was developed based on the models of Loucks-Horsley et al. (1998) and Guskey (2000). The main elements of the model were organization and provision of PD and impact of PD. On the organization and provision of PD, UM perception towards the importance of TPD was found to be appreciable but this perceived importance was not reflected on the encouragement and support provided for the PST. The UM at different levels do not plan for PST and only ADRC sets objectives and prepares plans for the PST though the plan doesn't consider the current context of the university. It was found that implementation of the ADRC plan and its evaluation is with lots of difficulties as a result of scarcity of resources. On the impact variable, teachers' perception of the importance of PD was found to be commendable, their attitude towards their role as a teacher was also found to be positive and there is no significant difference among teachers on this aspect. Teachers reported that the needs of teachers and students were not considered in the PST and the content, process and context variables of the training were not fully meeting their needs. The encouragement and support of UM for teachers involvement in the PST was reported to be below the required level. Teachers were not made accountable for their PST and no evaluations were conducted on the effectiveness of the programme. The effect of PST on teachers' role was reported to be worthy and there is no significant difference among teachers on this feature. Hence, it is recommended that plans for PST have to be written by the UM; the UM has to support ADRC and teachers in their involvement in the PST; policy has to be developed for PDPs; teachers' needs have to be considered in PST efforts and important elements of PD design has to be included; teachers have to be accountable for their own PD and awareness must be created about the importance of PD in the university.

## CHAPTER 1: INTRODUCTION

### 1.1. Background of the Study

Higher education is believed to develop citizens in different aspects (Teshome, 2007). The World Bank (in Morley, 2003) correlates the participation rate in higher education positively with economic development. The implication is countries with high university enrolment rates are in a better position to develop economically. This fact initiated countries to exert their constant effort in ensuring that more students from secondary education join the post secondary education. Currently, the provision of higher education to citizens is a core issue of focus.

The high enrolment rate of students in Higher education solely will not result in the development of citizens who will improve the societal, economical and cultural situations of a certain country. The quality of the education provided is also a vital element in educating those individuals. Quality of education is defined by various scholars. One of the mostly used definitions considers quality education in terms of the inputs, process and outputs of the educational system (Derebssa, 2006).

Among the factors that affect the quality of education, the input aspect specifically, teacher input takes the lions share (Schwille & Dembele, 2007). This implies that teacher professional preparation needs greater attention.

Teacher preparation is usually divided in to two broad categories: pre-service and in-service teacher preparation (Villegas-Reimer, 2003). According to her, initial professional preparation is offered for the prospective teachers, though this preparation differs within different contexts. The second step in teacher preparation is the in-service program which is an educational activity engaged by teachers after their initial preparation. It mainly focuses

on professional knowledge, skills and attitude in order to help them address the needs of their students effectively.

Despite the neglect on the importance of in-service teacher preparation in the past, the need for it in addition to the pre-service preparation is currently emphasized by scholars. For this unprecedented demand for PD to arise rapid changes in the characteristics, conditions, and learning needs of students; development in knowledge about teaching and learning; and ongoing pressures for accountability and reform on schools are mentioned as reasons (Smylie & Conyers in Dilworth & Imig, 1995).

Professional development generally means the development of a person in his or her professional role. "Teacher development in particular refers to the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn in Villegas-Reimer, 2003 p. 11). Gordon (2004) states that professional development is a combination of experiences that empower individual educators, educational teams and the educational organization to improve curriculum, instruction and student assessment in order to facilitate student growth and development.

Opportunities for professional learning are many and varied. A more inclusive and productive conception of opportunities for professional learning assumes that this learning takes place both within practice itself and in settings outside of practice, in formalized structures designed for professional learning as well as various informal settings, in fleeting experiences and sustained experiences, and in activities primarily designed for professional learning as well as other activities ostensibly for different purposes (Knapp, 2003). Eraut (in D'Andrea and Gosling, 2005) contends that much of the professional learning is informal and much of the knowledge is tacit.

In arguing for the importance of professional development, Knapp (2003) relates professional development with teaching practice, students learning and student achievement. He argues that professional development is targeted on changes in the thinking, knowledge, skills, and approaches to instruction that form practicing teachers' or administrators' repertoire. Thus, by offering professional development opportunities for teachers, the practice that results in student engagement and academic achievement will be ascertained. Even though there are few researches done on the area, some scholars argue that professional development of teachers is directly correlated with students' academic performance as it is measured by different outcomes (Timperley and Alton-Lee, 2008).

According to Villegas-Reimer (2003), teacher professional development is very imperative because teachers are both the subjects and objects of educational reforms and not linking educational changes with teacher professional development will result in a failure in achieving it. Dilworth and Imig (1995) also noted that professional development is an integral part of current efforts to transform and revitalize education. The promise of a high-quality education for all children is dependent not only on a total restructuring of schools, but also on the knowledge and commitment of practitioners to restructuring.

Morley (2003) noted that quality assurance as part of new managerialism, involve giving responsibilities to every organizational member through providing professional development practice and allowing each individual to exercise it. This implies that with the existing quality of education and the power of teacher professional development in supporting the reform agenda, each educational institution must strive to accommodate teacher professional development as a major activity of the educational setting. Higher education institutions as one part of the education sector must opt to insure the practice of teacher professional development as one and major way of assuring quality.

In discussing the need for continuous professional development in higher education, Barnett (in Morely, 2003) noted that knowledge is now less important for professional than attitude and disposition to respond to change by showing the constantly changing condition of the society and the need for teachers in higher education institutions change with respect to the changing knowledge of the society. In so doing, it is important to understand the kind of knowledge needed for professionals in the university and providing it through professional development programmes in order for universities to be knowledge-intensive learning organizations with respect to teaching as well as with respect to their research activity (D'Andrea and Gosling, 2005).

In Ethiopian higher education institutions the importance for professional development is asserted by different documents. In the 1994 education and training policy of Ethiopia, professional development is put under the issues which need special attention and action priority. In the document, continuous education and training, professional ethics and teaching performance are considered as criteria for professional development. Moreover, it is highlighted that the professional career structure of teachers will be based on their professional development (MoE, 1994).

The Ethiopian higher education proclamation (2009) indicates professional development as one area of measure in enhancing the quality of education in a certain institution. Sub-article 8 of Article 41 asserts that teachers must engage in continuous professional development to improve assessment skill. It also noted that the continuity of employment and promotion must depend up on teachers' success on their teaching and student assessment skills (FDRE, 2009).

As a way of improving the quality of education provided in higher education institutions, the government has established National Pedagogical Resource Center to concentrate specifically

on the improvement of teaching skills, methods, and materials in addition to the establishment of the Quality and Relevance Assurance Agency (World Bank, 2003).

Bahir Dar University is one of the public universities in Ethiopia. Like the other institutions in the country, the university raises the rate of student enrolment in line with the increase in the number of students to tertiary education in the country (Teshome, 2007). As any of the universities in the country it faces shortage of qualified teachers. In attempting to fill the gap, teachers are obliged to involve in post graduate programmes in different institutions within the country and abroad. In the university, there are also other professional development programmes on which teachers involve in order to make their teaching meet the needs of all the students in their classes. The pedagogical skills training, the higher diploma programme, and the training provided by engineering capacity building programme for teachers of engineering fields are among the programmes on which teachers involve to develop professionally.

The purpose of this study was to examine the practice, challenges and prospects of teacher professional development in the form of pedagogical skills training at Bahir Dar University.

## **1.2. Statement of the Problem**

World Bank (2003) states that the number and qualification of the teaching staff in higher education institutions of Ethiopia are not compatible with the high number of student enrolment. Thus, the need to prepare teachers becomes one of the challenges facing higher education institutions of Ethiopia. In the document, it is noted that in the higher education institutions, the quality of teachers is assumed to be improved through involving teachers more on formal education to upgrade their level of education. On the other hand, claiming that teacher professional development (TPD) is one important element to assure the quality of

education Teshome (2007) recommended that programmes which are running currently by ADRC and the higher diploma programme must be strengthened.

Currently, as to the external quality audit of HERQA, in all audited higher education institutions of Ethiopia there is lack of experienced and trained staff in teaching and research skills (Tesfaye & Kassahun, 2009). They also stated that although the Academic Development and Resource Centers (ADRCs) have provided training to instructors in teaching methods and assessments, it was established during the external quality audits that instructors almost always use the lecture method while teaching and use norm referenced assessment.

Moreover, a study conducted on higher diploma Programme in Addis Ababa university revealed that teachers' perception towards the training is satisfactory even though they believe that the objectives of the programme is overambitious, management support is available only to facilitate the programme and no follow ups are carried out on the implementation of the learned practices, and it also revealed that teachers are trying to apply what they learn in their classes though there are several factors which hinder their effectiveness (Minale, 2006).

Another study carried out at Arbaminch University on professional development activities has shown that most teachers did not have pre-service teacher education and only limited types of professional development activities are practiced, though the attitude of teachers towards their effectiveness is positive. The university management made a little effort in strengthening professional development programmes and teachers identify few strengths and several weaknesses of the practice in the university (Anto, 2006). The study also revealed that non-fresh instructors participate more on professional development activities than the fresh

ones. In general, the study has shown the fact that teacher professional development is not practiced up to the desired level in the university.

In Bahir Dar University, teachers are involved in professional development activities. Among the programmes which are designed to improve teachers teaching are the higher diploma programme, and different activities provided by academic development and resource center (ADRC) are the notable ones.

ADRC is established in the then nine universities of Ethiopia in 2005. Its general aims are:

- Catering quality education in the University through conducting quality assessment and research on academic programs, and providing advisory services.
- Conducting staff development to promote professional and research skills of the academic staff.
- Providing services pertinent to the improvement of quality and relevance in higher education.

The center has three units which include: quality assessment, research and innovation unit; staff development unit; and professional resource and service unit.

Currently, the center's main focus concerning staff development lies in the provision of induction in the form of pedagogical skills training for newly recruited teachers in departments that are believed to have staff without pre-service teacher education.

As one participant of the pedagogical skills training, I have observed the organization of those professional development programmes, management support in providing the required resources and in motivating teachers to take the training. Moreover, I have also observed teachers attitude towards the effectiveness of the training and how they respond to the need of

professional development and the issues related to it in the university. For various reasons, many participants interrogate the effectiveness of the programme.

Hence, the researcher was motivated to investigate the problem after having intensive review of literatures in the area of teachers' professional development. Moreover, the researcher's own experience provides a ground for undertaking this study.

### **1.3. Objectives of the Study**

Generally, the purpose of this study was to explore the practice of teacher professional development in the form of pedagogical skills training together with its strong sides and the things which needed improvement in the future. More specifically the study was intended to:

1. Discover the professional attitudes of teachers towards TPD.
2. Explore the perceived importance of TPD among trainees and the university management.
3. Examine how the PST is organized in the institution and how teachers perceive the organization and its effects on their professional role.
4. Find out the challenges and prospects of TPD in the form of PST in the university.

### **1.4. Basic Research Questions**

In order to observe the practice of teacher professional development in the form of pedagogical skills training together with the challenges faced, its prospects and ways to improve the situation in Bahir Dar University, the researcher formulated five research questions.

1. What is the professional attitude of instructors towards teacher professional development? Is there any significant difference in the professional attitude of instructors on teacher professional development?

2. How do trainees and the university management perceive the importance of PD?
3. How is the TPD in the form of pedagogical skills training organized in the university?  
Is there any significant difference on how teachers perceive the effect of the programme on their professional role?
4. What are the challenges and prospects of PST of the university?
5. What interventions can be introduced to improve the existing practice of PST in the university?

### **1.5. Significance of the Study**

Teacher professional development is the most important element in higher education institution improvement and as a result improvement in student learning. This study provides an insight about the provision and organization of teacher professional development in the form of pedagogical skills training in Bahir Dar University. It helps to know the state of TPD provided by ADRC in Bahir Dar University in particular and to some extent to the Ethiopian public higher education institutions in general.

The study identifies different aspects and bodies in the provision of teacher professional development that have an influence on the practice together with the prospects and challenges to the programme. Moreover, the study highlights the areas that need modification in order to make the professional development programme more effective. Thus, it is hoped that the study may guide PDP designers in formulating effective PD programmes for the institution.

### **1.6. Scope of the Study**

The study was delimited to look in to the practice, challenges, and prospects of teacher professional development programme in the form of pedagogical skills training provided by ADRC, its effect on teachers attitude towards their professional responsibility and teaching role, and the perceived importance of PD by the university community. The scope is also

delimited to one of the public higher education institution of Ethiopia which is Bahir Dar University. The study included teachers, professional development programme coordinator, trainers of the pedagogical skills training, and university management who are in charge of the teacher professional development programme as participants.

Within this study, change in knowledge, skills and attitude of teachers as a result of PD and whether those knowledge, skills and attitudes are reflected or applied was not investigated. Moreover, improvement in student academic achievement due to the involvement of their teachers in PDP was not also explored.

### **1.7. Limitations of the Study**

The problem of finding all appropriate documents about the participants of the pedagogical skills training from the ADRC and most of the departments of the trained teachers was the major limiting factor while administering the questionnaire. As a result, the researcher was required to go to each department to look for teachers who attended the training with the help of some department heads and trained teachers.

Because of the above reason or others like teachers being in study leave, the number of teachers found was limited and all of them were included in the sample.

The other limitation was the problem of finding top university management whose work is related to the issue of study and the ADRC's work as a result of new appointments to the positions. Moreover, from those key informants to be interviewed one of them couldn't make it because of time and work related factors.

### 1.8. Definition of Basic Terms

- **Teacher professional development:** is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. It includes formal experiences like mentoring and informal experiences such as reading professional publications. It is a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Glatthorn in Villegas-Reimer, 2003; & Knapp, 2003).
- **Pedagogical skills training:** is training provided by ADRC in the university for newly recruited teachers believed to be without pre-service teacher education. The training covers instructional skills, and measurement and evaluation as its content areas.
- **Professional attitudes:** refers to the meaning that is attached to the new professional role teachers ought to fulfil now-a-days and the responsibilities that go along with this role (Evans, 2002).

### 1.9. Organization of the Study

The study is organized in to six chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, scope of the study, limitations of the study, definition of basic terms, and organization of the study. In the second chapter, literature relevant to the study is intensively reviewed. The third chapter comprises of the research design and methodology used in the study including the theoretical framework, design of the study, the research site, respondents and sampling procedures, data collection instruments, validity and reliability of the data gathering tools, procedures of data collection, and data analysis and interpretation

techniques used. In the fourth chapter, data collected are presented and analyzed and their discussion is followed in the fifth chapter. The last chapter which is the sixth presents the summary, conclusion and recommendation of the study.

## CHAPTER 2: REVIEW OF RELATED LITERATURE

### 2.1. What is Professional Development?

Professional development is defined by different scholars. For instance, Guskey defines it as, “those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students. In some cases, it also involves learning how to redesign educational structure and cultures” (Guskey, 2000, p. 16). According to Little, teacher professional development requires growth in knowledge, skills, judgement (classroom-related), and the contribution teachers made to a professional community (Little in Villegas-Reimers, 2003). Gilbert and Bell (1996) noted that improvement in teaching skills, knowledge about the subjects to teach, relationship with the students and management of schools underlie the existence of teacher professional development.

As to Evans (2002) PD is considered as,

the process whereby teachers’ professionalism, an ideologically-, attitudinally-, intellectually- and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice, and/or professionalism may be considered to be enhanced. (p. 130)

She describes teacher PD as having two important constituents which she named as professionalism and professionalism.

Generally, PD is a process which develops teachers’ knowledge, attitude and skills related to their work and which in turn results in improvement in student learning, in professional status of teachers and their contribution to their profession.

## 2.2. Defining Characteristic of Teacher Professional Development

Professional development includes both formal and non formal experiences (Ganser in Villegas-Reimers, 2003). Bransford, Brown and Cocking asserted that professional development helps teachers or administrators acquire new learning through a full range of formal and informal activities about their professional practice (Bransford, Brown & Cocking in Knapp, 2003).

Villegas- Reimers (2003) puts some defining characteristics of professional development. These characteristics according to her reflect the new perspective of professional development. The perspective asserts that,

Professional development must be based on constructivism, it is perceived as a long term process that takes place within a particular context, it is a process that is intimately linked to school reform, a teacher is conceived of as a reflective practitioner, it is considered as a collaborative process and it may look and be very different in diverse settings. (p. 13)

Guskey (2000) also mentioned three defining characteristics for professional development as it is a process which is intentional, ongoing and systemic.

Furthermore, Sparks noted that results-driven education directed at student outcomes, systems thinking which approaches staff development not in a piecemeal manner, and constructivism through allowing teachers and administrators collaborate with others to learn about their teaching/learning process in their context rather than receiving knowledge from experts as the three powerful ideas that can alter the shape of schools through professional development (Sparks in Brown and Sheppard, 1997).

Depicting the perspectives of other researchers Dillon-Peterson (in Brown and Sheppard, 1997) stated that,

Professional development is going from emphasis of deficit to emphasis on growth/change, from emphasis on the individual to emphasis on the group/organization and from random selection of focus to more systematic delivery of instruction incorporating principles of adult learning and use of technology. (The Changing Face of Staff Development section, para. 3)

Moreover, professional development programmes should develop teachers survival skills, make them competent in the basic skills of teaching, expand their instructional flexibility, help them acquire instructional expertise, contribute to the professional growth of colleagues, and help them exercise leadership and participate in decision making (Leithwood in Villegas-Reimers, 2003).

In summary, there are numerous characteristics of teacher professional development as they are elaborated by different scholars. Hence, one have to be considerate of those characteristics while planning or evaluating PD efforts.

### **2.3. Essential Variables of Professional Development**

Many authors assert that when providing PD for improvement, one must focus on three important variables. These variables are content of the experiences, the process by which the professional development will occur, and the contexts in which it will take place (Ganser; Fielding and Schalock in Villegas Reimers, 2003).

Likewise, Guskey and Sparks (1996) put the content variable including the what of professional development with its magnitude, scope and credibility and practicality as one variable affecting the quality of professional development. Process variable is the second in their analysis that is the how of professional development. This variable is also about the planning, organization, carrying out and follow-up of the activities of professional

development. And the third variable is the context that involve the questions of who, when, where and why of professional development.

Generally, the concern given for the three elements have a great impact on the effectiveness of PDPs. For this reason, PD developers and evaluators must consider those elements in PD efforts.

#### **2.4. The Need for Professional Development**

Guskey (2000) points out the importance of professional development as a way of updating one's knowledge so that teachers and administrators can go along with their new professional roles and responsibilities in line with modern educational reforms.

Other scholars relate professional development with school reform. For instance, Villegas-Reimers (2003) assert that every educational reform effort is communally related to teachers' professional development. Similarly, Fullan and Hargreaves (in Vaughan, 2002) argue that professional development is critical to systemic educational reform and school improvement that is designed to enhance the teaching learning process. Guskey adds on the importance of professional for reform efforts by saying that "every proposal to reform, restructure, or transform schools emphasizes professional development as the primary vehicle in efforts to bring needed change" (Guskey in Brown and Sheppard, 1997, *The Need for Staff Development?* section, para. 3)

Sheppard (in Brown and Sheppard, 1997) view the promotion of professional development as

the most significant single leadership activity that was related to increased levels of teacher commitment (the degree to which teachers are supportive of and committed to the school and their colleagues); professional involvement (the degree to which teachers are concerned about their work, are keen to learn from one another, and committed to professional development); and innovativeness (the degree to which variety, change, and new approaches are emphasized in the school. (*The Need for Staff Development?* section, para. 2).

A number of theorists asserted the importance of teacher development to improvements in student learning (Guskey in Brown and Sheppard, 1997 & Fullan in Brown and Sheppard, 1997). Fullan also noted that providing the school community opportunities to learn is more important rather than changing school governances in improving the teaching and learning core of schools (Fullan in Brown and Sheppard, 1997).

In general, as Brown and Sheppard (1997) puts it,

If one accepts the assumption that the essence of successful instruction and good schools come from the thoughts and actions of the professionals in the schools, the sensible place to look in order to improve the quality of education in a school is the continuous education of educators through professional development. (The Need for Staff Development? section, para. 5).

Accordingly, the inclusion of teacher professional development is crucial for the effective functioning of schools.

## **2.5. Framework for Designing Professional Development**

According to Louck-Horsely, Hewson, Love and Styles (1998) professional development programme developers follow steps which help to make the offered professional development effective. The elements in the model include setting goals, planning, acting and reflecting. The process is cyclical and after reflecting on what is done the professional programme developers have to repeat the same process in order to come up with the best possible professional development framework.

According to these authors, the issues that will be critically examined within the framework to decide on the elements include: knowledge and belief on learners and learning, knowledge and belief of teachers and teaching, the nature of the subject matter teachers teach, knowledge

about professional development, and knowledge about the change process; strategies or models of professional development; context; and critical issues.

## **2.6. Models for Professional Development**

Loucks-Horsely stated that “a model sometimes called as a strategy for professional development is a kind of learning experience that has identifiable characteristics that make it recognizable when implemented” (Loucks-Horsely et al., 1998, p. 42). Seven major models for professional development are described in Guskey (2000) from the research works of Sparks and Loucks-Horsely (1989) and Drago-Severson (1994). The models are as follows.

### **2.6.1. Training**

According to Guskey, most professional development programmes use training as a model (Guskey, 2000). Villegas-Reimers (2003) identifies trainings which include the use of workshop, short seminars and courses as traditional form of professional development. She also states the criticisms related to offering this kind of traditional professional development model as the only form of professional development. She says that “most trainings are ‘one-shot’ experiences, completely unrelated to the needs of teachers and providing no follow-up” (Villegas-Reimers, 2003, p.91).

In the contrary to the criticisms Tillema & Imants (in Villegas-Reimers, 2003) noted that “training that is development-oriented can be equally as helpful as more modern forms of professional development” (p. 94). Loucks-Horsley et al. (1998) stated that in order to benefit many from the same experiences and to help teachers and administrators have valuable external knowledge, in-depth study and practice needed for success as they occur outside of the work environment, using different formats of training is essential.

Training typically involves a presenter or team of presenters that share its ideas and expertise through a variety of group-based activities. Training formats include large groups, seminars,

colloquia, demonstrations, role-playing, simulations, and micro-teaching (Joyce & Showers in Guskey, 2000). The same authors also noted that “effective training generally includes an exploration of theory, demonstrations or modelling of skills, simulated practice, feedback about performance, and coaching in the workplace” (p. 23).

### **2.6.2. Observation/ Assessment**

Guskey (2000) noted that

This model uses collegial observation to provide educators feedback on their performance. He also states that the alternative perspectives provided by a colleague often reveal aspects of one’s practice that may have gone unnoticed. It also can help identify specific strengths and areas that may need refinement or adaptation. Following the observation, careful analysis, explanation, and reflection helps to lay the groundwork for meaningful improvements (p. 23).

Peer coaching and clinical supervision are both examples of this model (Guskey, 2000). Coaching is the process by which a colleague who is “a critical listener/observer, asks questions, makes observations and offers suggestions that help a teacher grow and reflect and produce different decisions” (Harwell-Kee in Villegas-Reimers 2003, p.116). Clinical supervision is helpful to provide teachers with feedback and suggestions in improving their teaching practice (Villegas-Reimers, 2003).

In order to make observations effective, they must be well planned, must focus on specific issues, and has to provide follow-up (Guskey, 2000).

### **2.6.3. Involvement in a Development/ Improvement Process**

To develop or review a curriculum, design a new programme, plan strategies to improve instruction, or solve a particular problem, teachers often work together. Through the process participants acquire new knowledge and skills, and also enhance their ability to work collaboratively and share in decision making (Guskey, 2000). Similarly, Loucks-Horsley et al. (1998) noted that curriculum development or adaptation allows teachers learn new

contents, pedagogy and to create an environment which allows teachers to work collaboratively. They also argued that the development process requires teachers to have knowledge and skills on the activities they have to do in order to accomplish it successfully. As a consequence, teachers develop themselves throughout the process in subjects they teach, pedagogy and other skills that are important to the development process, like action research.

In emphasizing the role of curriculum projects in creating a collaborative school environment, Fullan (in Anto, 2006) contends that “it is possible to work on professional cultures directly, but doing it through curriculum projects is more effective. Thus curriculum projects would have dual goal: to implement the curriculum and to improve the interactive professionalism of teachers who participate in the project”.

#### 2.6.4. Study Groups

According to Murphy, this model of professional development involves:

Homogeneous or heterogeneous groups of staff working to find solutions to common problems by staying together for at least a school year with rotating leadership. The major functions of study groups are to facilitate implementation of curricular and instructional innovations, collaboratively plan school improvement efforts, and conduct research on teaching and learning (Murphy in Guskey, 2000, p. 25).

Loucks-Horsley et al. (1998) argued that “regardless of the issue being addressed, study groups provide a forum in which teachers can be inquirers and ask questions that matter to them, over a period of time, and in a collaborative and supportive environment” (p. 113). In a similar manner Little (in Loucks-Horsley et al., 1998) asserts that study groups allow teachers to work on relevant issues to their own work environment rather than making them implementers of others’ innovations to their classrooms.

Study groups create a learning environment for teachers and can have an influence on making professional development a continual and ongoing process (Guskey, 2005).

According to DuFour & Eaker (in Anto, 2006), “building a school’s capacity to learn is more collaborative effort than an individual task. People who engage in collaborative team learning are able to learn from one another, thus creating momentum to fuel continued improvement.” They further argued that, in addition to the role of helping the team members view the world differently, study groups can help make meaningful changes in the organization’s culture.

By emphasizing on the similarity of study groups and professional learning communities, Hord noted that

Closely related with study groups, nowadays professional learning communities (PLCs) are becoming very popular in the field of PD. In the schools where PLCs are functioning, the traditional educational patterns change. Both teachers and administrators become learners, engaging in questioning, investigating and seeking solutions for school improvement and effective student achievements. In such communities, there are no hierarchies of individuals with respect to the status of knowledge, rather everybody is expected to contribute his/her own share with the vision of enabling each student to realize his/her potential achievement (Hord in Anto, 2006, p. 11).

#### **2.6.5. Inquiry/Action Research**

This model of professional development can be in an individual or team basis (O’Hanlon in Guskey, 2000). The same author in Villegas-Reimers (2003) defines action research as

A process of investigation, reflection and action which deliberately aims to improve, or make an impact on, the quality of the real situation which forms the focus of the investigation. It is a form of inquiry which involves self-evaluation, critical awareness and contributes to the existing knowledge of the educational community. (p. 108)

The inquiry/ action research model of professional development helps educators become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers (Sparks & Simmons in Guskey, 2000). O’Hanlon (in Villegas-Reimers, 2003) points out three reasons why action research can be an effective model of teachers’ professional development: it is inquiry based, and allows teachers to investigate their own worlds; it is aimed at the improvement of teaching and learning in schools; and it leads to deliberate and planned action to improve conditions for teaching and learning.

Holley (in Loucks-Horsley et al., 1998) stated that

The strength of action research as a professional development strategy is that teachers either define the research question or contribute to their definition in a meaningful way. Therefore, they have ownership over the process and are committed to promoting changes in practice that are indicated by the findings. (p. 95)

Others claim that engaging educators in the role of researchers also helps narrow the gap between research and practice (Loucks-Horsley et al., in Guskey, 2000). Strengthening this idea, Stokes (in Villegas-Reimers, 2003) noted that the image of teachers-as-researchers contributes to the consideration of teachers as not only professionals who consume the knowledge created by 'expert researchers', but as creators of that knowledge.

Most of the time action research is conducted by an entire staff of a school, small groups of individuals within the school or by individuals with others support in order to make it effective (Day in Villegas-Reimers, 2003). According to Oja and Smulyan (in Loucks-Horsley et al., 1998)

The collaborative nature of the interactions allows for mutual understanding and democratic decision making and requires all participants to communicate openly and freely. For all participants, this requires openness to discussing problems and limitations, to the ideas of others, and to learning new skills and behaviours needed for the research process. (p. 97)

#### **2.6.6. Individually Guided Activities**

In the individually guided professional development model, educators determine their own individual professional development goals; select the activities that they believe will result in the achievement of those goals (Guskey, 2000); carry out activities and assess results (Glickman et al. in Brown and Sheppard, 1997). Villegas-Reimers (2003) contend that the goal for self-directed type of professional development can be set individually or in small groups then there is a need to list the activities that will help reach the goal, the resources needed and the ways in which their progress and accomplishments will be assessed.

The model is based on the assumption that individuals can best judge their own learning needs and are capable of self-direction and self-initiated learning. It also assumes that individuals are more motivated to learn when they initiate and plan their own learning activities (Guskey, 2000). However, for this model of professional development to be effective, objective feedback is certainly needed (Villegas-Reimers, 2003).

The major advantage of individually guided activities is their flexibility and the opportunities they offer for choice and individualization. They also provide an excellent format for self-analysis, personal reflection, and thoughtful decision making. But, it restricts the chance of collaborative professional sharing. Besides, it is difficult to ensure that individually selected goals are reasonably challenging and worthwhile (Guskey, 2000).

A literature review conducted by Kwakman showed that as one form of individually guided activity, personal reading by individual teachers is very important for the professional development of teachers. It helps teachers keep up with the new insights and developments that influence the field. The readings can be on new subject matter, new teaching methods, new pedagogical approaches and new societal developments that have significant impacts on education and teaching (Kwakman in Anto, 2006).

According to different authors strategies of individually guided model include conducting personal histories that helps to collect data or reflect on one's own experiences (Ershler in Villegas-Reimers, 2003); video/audio self-assessment; journal writing which becomes a place for learners to record observations, toy with various perspectives, analyze their own practice, interpret their understanding of topics, keep records, make comments, or reconstruct experiences (Killion in Villegas-Reimers, 2003); and role-playing (Langer & Colton in Guskey, 2000).

Individual professional development portfolios also can be used to facilitate learning, improve professional practice, and document results (Dietz in Guskey, 2000). “A portfolio is a collection of items gathered over a certain period of time to illustrate different aspects of a person’s work, professional growth and abilities” (Riggs and Sandlin in Villegas-Reimers, 2003, p. 107). Employment portfolio, an assessment portfolio, and a learning portfolio are the three forms mostly used by educators (Dietz in Villegas-Reimers, 2003).

### **2.6.7. Mentoring**

The mentoring model of professional development typically involves pairing an experienced and highly successful educator with a less experienced colleague for the purpose of providing individualized, ongoing professional support (Glickman et al. in Brown and Sheppard, 1997). By categorizing it as a form of coaching that tends to be short-term Villegas-Reimers (2003) notifies mentoring as a model of professional development which is helpful for a beginning teacher or for someone new to a school or a system.

According to Guskey, regular opportunities are provided for discussions of professional goals, the sharing of ideas and strategies on effective practice, reflection on current methods, on-the-job observations, and tactics for improvement among the mentor and the one being mentored (Guskey, 2000). Robbins (in Villegas-Reimers 2003) argued that “a mentor provides the newcomer with support, guidance, feedback, problem-solving guidance, and a network of colleagues who share resources, insights, practices and materials” (p. 116). Ballantyne & Hansford (in Villegas-Reimers, 2003) also noted the many roles of mentors including sharing information, providing access to resources, role modelling, counselling, coaching, encouraging reflection, advising in career moves and supporting new teachers. Collaboration among the mentors and the one being mentored in developing goals and

procedures of mentoring relationship plays a crucial role in making mentoring interactions effective (Guskey, 2000).

In addition to the above models discussed, other authors also recommend different models for professional development. For instance, Villegas-Reimers categorized the models in two groups. Professional development schools, school university partnerships, inter-institutional collaborations, school networks, teacher' networks and distance education as organizational partnership models. And on the second group which is small group or individual models, she mentions performance assessment of students, self-directed development, co-operative or collegial development, observation of excellent practice, teacher participation in new roles, skills development, project based model, and the generational model, the cascade model, or the training-of-trainers model (Villegas-Reimers, 2003).

Moreover, Loucks-Horsley et al. (1998) has also mentioned other models of professional development including case discussions; examining student work and student thinking and scoring assessments; partnership with business and industry; professional networks; developing professional developers; and technology for professional learning.

According to Guskey (2000) the appropriateness of any particular model varies depending on the goals, the content, and the context for implementation. He further noted that different models differ in their assumptions, expectations, and beliefs about professional development. Moreover, the implicit and explicit demands they make on the individual involved also differ, as do the orientations for change from which they drive.

Hence, it is recommended to combine the models in order to take advantage of the positive attributes of several models.

## **2.7. Designs for Professional Development Implementation**

Guskey (2000) cited three designs for implementing professional development programmes. These designs include; district wide design, site-based design and integrated designs. The author also stated the advantage and disadvantage of using the first two designs and recommends the use of the third design to come up with significant improvements.

He argued that districtwide designs as they are designed at district levels they too often consist of one-shot presentations that have little relevance to the day- to- day problems of school administrators and teachers. Furthermore, they seldom include sufficient follow up and support for the successful implementation of new practices. But these districtwide designs help to have broader vision for improvement, provide more extended opportunities for sharing ideas and resources, offer opportunities for collaboration across school levels, and they are efficient in sharing expertise.

He further noted that site based designs hold the promise of greater relevance because their content and procedures are determined by the individuals whom such efforts affect most directly: school level educators. Moreover, consensus on issues related to professional development is easier to reach because fewer individuals and constituencies are involved. Nevertheless, these designs have limitations on fulfilling the tasks that are mentioned as an advantage for districtwide designs. Consequently, for PD efforts to be effective, they must take advantage of the two designs.

## 2.8. Principles of Effective Professional Development

Guskey (1995) summarized important points which make professional development efforts effective from different researches on the area. According to him, research on professional development is extensive but still with conflicting principles on how to make professional development effective. For instance:

The first dichotomy states that professional development efforts must be practitioner specific (McLaughlin; Weatherley & Lipsk;& Wise) or must be systemic or follow organizational approaches (Tye & Tye; & Waugh & Punch in Guskey 1995).

Secondly, professional development must school-based (Joyce, McNair, Diaz, & McKibbin; Lambert; Lawrence; & Massarella) or district-wide (Barth; Clune; Mann; & Wade in Guskey, 1995).

Thirdly, professional development efforts must approach change in a gradual and incremental fashion, not expecting too much at one time (Doyle & Ponder; Fullan; Mann; & Sparks) or must approach change at a broader scope (Berman & McLaughlin; & McLaughlin & Marsh in Guskey, 1995).(p. 2)<sup>1</sup>

As a result of these incompatible dichotomies, reformers still struggle desperately in their attempts to address educators' many and highly diverse professional development needs (Guskey, 1995).

The same author points out four common principles for effective professional development that appear in many successful efforts of professional development. They include: a clear focus on learning and learners; an emphasis on individual and organizational change; small changes guided by a grand vision; ongoing professional development that is procedurally embedded (Guskey, 2000).

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<sup>1</sup> See Guskey (1995), Research on professional development section for details of the dichotomies on making professional development efforts effective.

Corcoran (in Villegas-Reimers, 2003) on the other hand proposes seven guiding principles for professional development programmes. They include: stimulate and support site-based initiatives; be grounded in knowledge about teaching; model constructivist teaching; offer intellectual, social and emotional engagement with ideas, materials and colleagues; demonstrate respect for teachers as professionals and as adult learners; provide sufficient time and follow-up; and be accessible and inclusive.

Fullan believes that there are four crucial factors for successful teacher development. The factors include: redefinition of staff development as a process of learning; the role of leadership at the school level; the organizational culture at the school level; and the role of external agencies, especially at the local and regional level (Fullan in Villegas-Reimers, 2003).

Loucks-Horsley et al. (1998) also stated the attributes that are essential for effective professional development. According to them, effective professional development experiences

Foster collegiality and collaboration; promote experimentation and risk taking; draw their content from available knowledge bases; involve participants in decisions about as many aspects of the professional development experiences as possible; provide time to participate, reflect on and practice what is learned; provide leadership and sustained support; supply appropriate rewards and incentives; have designs that reflect knowledge bases on learning and change; integrate individual, school and district goals; and integrate both organizationally and instructionally with other staff development and change efforts. (p. 36)

Sparks noted the most important shifts that must occur to make professional development effective including: an increased focus on both organizational and individual development; staff development efforts driven by clear and coherent strategic plans; a greater focus on student needs and learning outcomes; an inquiry approach to the study of the teaching/learning process by teachers; an inclusion of both generic and content specific

pedagogical skills; and greater recognition that staff development is an essential and indispensable part of the reform process (Sparks in Brown and Sheppard, 1997)

Another element which is raised by many scholars that makes professional development effective is making schools become learning organizations (Senge, Roberts, Ross, Smith, & Kleiner in Brown and Sheppard, 1997).

These are the principles which are believed to have an impact on PDPs. The principles change as new developments emerge in the area of professional development. By keeping up with those developments consideration of those principles in PD efforts have an indispensable impact on their effectiveness. Hence, PDP developers should take those principles in to account while working on PD efforts.

## **2.9. Factors to Consider When Planning, Implementing and Assessing**

### **PDP**

There are different factors which must be considered in professional development efforts. The following are these factors and their scrutiny is as follows.

#### **2.9.1. Teacher related factors**

Teachers are primary clients of professional development. Knowing the client can confirm the success of staff development effort, and not knowing the client will guarantee its failure (Loucks-Horsley et al., 1998). The same authors has added that it is essential to recognize what do teachers need to know and be able to do and what kind of support do they need to be successful in their professional development and also in improving student learning. Similarly, Clark (in Anto, 2006) holds a similar view that what a teacher knows and believes about teaching, about learning, about curriculum and about his/herself and his/her students are rather important to professional development. The same author further explains that the

teacher's beliefs and theories define what is foreground and background, what is to attend and what is to ignore.

The forthcoming elements are mentioned for the purpose of identifying teachers PD needs.

### **Stages of professional development of teachers**

Villegas-Reimers noted that the stages of career development of teachers' must be considered in order to make professional development efforts effective (Villegas-Reimers, 2003). Dreyfus and Dreyfus (in Villegas-Reimers, 2003) provide a model of teacher development that shows teachers maturity from being a novice to an expert teacher. The model includes: "novice level (student teachers are first-year teachers); advanced beginner level (second and third year teachers); competent level (third and fourth year); proficient level (Fifth year) and expert level" (p. 130).<sup>2</sup>

Consequently, professional development programme developers have to design teacher professional development programmes in line with these stages of teacher career development.

### **Steps of professional development**

According to Villegas-Reimers (2003) the process of learning and transformation of teaching practices as a result of professional development experience is, time consuming. Mevarech (in Villegas-Reimers, 2003) presents a 'u-shaped' model to explain the slow and steady process that teachers undergo between the completion of a professional-development experience like training and the time when the newly learned information is incorporated into

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<sup>2</sup> See Villegas-Reimers (2003), Factors to consider when planning, implementing and assessing the professional development of teachers for detailed analysis of teacher career development stages.

their classroom practice. The stages included in the model are: survival<sup>3</sup>; exploration and bridging; adaptation<sup>4</sup>; conceptual change; and invention and experimentation.

PD efforts must consider the continuous nature of PD process and plan to support teachers in the entire process if Pd efforts are to be effective.

### **History of professional development**

Teachers past experiences with professional development will influence how they view new initiatives. Hence, it is vital to clearly reflect on both the history and the current state of professional development of teachers in order to understand what they have been through and as a result to plan professional development programmes that will go in line with teachers' state of professional development experiences (Loucks-Horsley et al., 1998).

#### **2.9.2. Students**

Loucks-Horsley et al. (1998) noted that even though teachers are the ones who are the direct clients of professional development, the development of teachers is planned ultimately to improve student learning. Hence, the logical starting point for PD planners is gaining a clear picture of the students in the system- where they are and what results are desired for them.

Similarly, Sparks (1997) argued that one of the shifts on the practice of professional development is making professional development programmes result-oriented. According to him professional development efforts must have a focus on students out come. In order to accomplish this aim through professional development, the need of students must be known and considered.

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<sup>3</sup> When expert teachers become novices temporarily, as they attempt to incorporate something new in to their repertoire

<sup>4</sup> from technical application to reflective implementation

### 2.9.3. Organizational Factors

#### **A culture of support**

Loucks-Horsley et al asserted that culture is viewed by anthropologists either as a pattern of behaviour or a set of ideas or rules for what is acceptable in a particular group” (Loucks-Horsley et al., 1998). The same authors also noted that culture shapes behaviour within organizations. Consequently, cultural assessment within the organization is helpful to organizations to choose approaches to professional development that can succeed in their current culture and to develop plans to strengthen or change their culture when needed.

In order for professional development to be successful, a ‘culture of support’ must be established in organizations. Lieberman (in Villegas-Reimers, 2003) describes five factors that are necessary to build such a culture in schools and education systems. The factors include

Developing norms of collegiality, openness and trust; creating opportunities and time for disciplined inquiry; providing opportunities for teachers’ learning content in context; re-thinking the functions of leadership, and redefining leadership in schools to include teachers; and creating and supporting networks, collaboration and coalitions. (p. 119)

Bush in Villegas-Reimers (2003) adds a six factor which is preparing teachers to become leaders of their own professional development.

As changing school culture requires development of new values, beliefs and norms, and building new conceptions about instruction and new forms of professionalism for teachers, changing school culture is far more difficult and much more complex than changing school structures (Guskey, 2000). The same author also noted that changes such as these take time, dedicated effort, and thoughtfully designed professional development. Moreover, the highly contextualized nature of school culture even makes the attempt of changing it difficult.

### **Organizational policies**

According to Guskey (2000) organizational policy among other things is one area that affects professional development efforts. Hence, careful analysis on policies in a certain organization is required while designing those efforts. He also asserted that the specific policies that affect professional development efforts will vary widely depending on the focus of the programme or activity.

### **The role of context**

The contexts wherein teachers teach and professional development occurs are usually varied, and they have a serious impact on teachers, their work and their professional development (Villegas-Reimers, 2003). Multiple professional communities exist in any teachers' professional 'map' McLaughlin (in Villegas-Reimers, 2003). Therefore, there should be multiple strategic sites for professional growth within the education-policy system.

Scholars assure the fact that reforms in education today succeed to the degree that they adapt to and capitalize on the variability contexts. In other words, they must be shaped and integrated in ways that best suit regional, organizational, and individual contexts: the local values, norms, policies, structures, resources, and processes (Griffin & Barnes; McLaughlin; & Talbert, McLaughlin, & Rowan in Guskey, 1995).

Accordingly, when deciding on a certain professional development strategy, the specific context within which the professional development will take place must be closely scrutinized in order to make decisions compatible with that specific context.

## **Organizational structures**

According to Loucks-Horsley et al. (1998), organizational structures including: the decision-making positions and groups that are in place, procedures for decision making, the quality of leadership, assignment of people, and scheduling of time can constrain or support professional development.

“Leaders must be the “right people” at the table making professional development decisions—those that meet the criteria of relevance, expertise, and jurisdiction” (Loucks-Horsley and associates in Loucks-Horsley et al., 1998, p. 184). The same authors also asserted that the involvement of many individuals in leadership roles will result in increased sense of their commitment and responsibility which will have a great impact on the improvement of schools.

Loucks-Horsley et al stated that

Effective leadership of professional development combines clear direction with ample support. Leaders champion professional development by articulating clear expectations, outcomes, and purposes for the programme, linking development to other important goals and initiatives, modelling continuous learning themselves, delegating development responsibilities, and helping to focus the effort. Supports include rallying the resources, freeing up time, actively participating in professional development programmes, and encouraging risk taking in the classroom (Loucks-Horsley et al. in Loucks-Horsley et al., 1998, p. 186).

As characteristics of supportive organizational structures Guskey (2000) mentioned that protection from intrusions like time, energy and attention; and openness to experimentation, coupled with alleviation of fear reprisal if things do not work as expected, since as it is stated by (Pejouhy in Guskey, 2000), to change or to try something means to risk failure and that is both embarrassing and threatening to teacher sense of professional pride.

Organizational structures in general play a crucial role in the effectiveness of PD efforts.

### **Recognition of success**

Guskey argued that recognition of success in schools is a vital element in professional development efforts. He also noted that recognitions must be based on success with students since recognitions given for other reasons like for being involved in professional development programmes will not result in teachers' satisfaction or their commitment to implement new practices (Guskey, 2000).

### **Stage of school development**

It is argued that professional development programmes must consider the stage of development of a school system, or even of a national education system as the demand for professional development is closely related to the phase in which the school or an educational system is in (Johnson, Monk & Hodges; & Johnson, Monk & Swain in Villegas-Reimers, 2003).

Beeby in Villegas-Reimers describe four stage of education systems based on the professional status of teachers in the school including unskilled fashion, mechanical stage, teaching in a routine way, and professionals (Beeby in Villegas-Reimers, 2003).<sup>5</sup>

Hence, stage of school development must be considered while working on PD efforts so that teachers get the required kind and amount of PD support.

### **Available resources**

No one who plans professional development needs to be reminded about the need for adequate resources, especially time, money, and materials (Loucks-Horsley et al., 1998). According to Shanker (in Loucks-Horsley et al., 1998), "teachers need significant chunks of pupil-free time-up to 20% of a teacher's time –for ongoing, collegial learning" (p. 181). One

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<sup>5</sup> See Villegas-Reimers (2003, pp. 123-124) for detailed analysis of the stages of school development

thing to note is the additional time provided for teachers must be checked whether it is being used for activities which are focused, purposeful and result-oriented (Guskey, 2000).

In addition to time, other resources including materials and supplies, information, facilities, technology, and access to appropriate expertise resources are also important resources which are required to be checked for their availability while planning for professional development (Guskey, 2000).

Moreover, financial resources are also among those supports required and not enough most of the time (Villegas-Reimers, 2003). In order to at least minimize such shortage of financial resources fund raising, working with donor agencies and using cost effective strategies can be employed (Villegas-Reimers, 2003).

As a form of expertise support for professional development programmes, Loucks-Horsley et al. (1998) explained the importance of providing conducive conditions for PD leaders by stating that designers of professional development cannot be burdened with so many responsibilities that they fail to do the analysis and planning needed to ensure effective experiences.

### **Collegial support**

The importance of collegiality is mentioned by different authors for professional development programmes to be effective. Little (in Arbuckle, 1997) defines collegiality as “a condition of frequent, continuous, and precise talk about teaching and practice; reciprocal observation and feedback; co-development of teaching materials; and teaching each other about teaching” (p. 173). The same author also asserts that in order to be surely and thoroughly achieve continuous professional development, the practice of collaboration must be evident.

According to Little, collaboration or teamwork can serve to block change or inhibit progress just as easily as they serve to enhance the process as closely bound groups are instruments both for promoting change and for conserving the present (Little, 1990). The same author has also categorized the type of collegiality in to four, which include storytelling and scanning for ideas; aid and assistance; sharing; and joint work and emphasizes on joint work as the most essential element for professional development efforts.

Guskey (1995) contend that in most successful schools, established norms of continuous improvement and experimentation provide the basis for collegial sharing and support. According to him, these norms stem from the naturally occurring relationships among dedicated professionals who are constantly seeking and assessing potentially better practices.

According to Arbuckle (1997) professional communities who work collaboratively will be created only if they are valued and nurtured by the leaders throughout the system. Such leaders intentionally breakdown the isolation by connecting people and information and finding time for exchanges.

#### **2.9.4. Practices: Curriculum, Instruction, Assessment, and the Learning Environment**

In designing for professional development of teachers, it is essential to know the state of practice- the curriculum, instruction, assessment, and learning environment- and to identify the need for improvement on these areas of practice (Loucks-Horsley et al., 1998). The same authors also asserted that no matter how school and district leaders assess the state of their practice, the results have direct implications for professional development.

### 2.9.5. Knowledge about the Change Process

Knowing the process of change and its features is one input in designing professional development programmes. Loucks-Horsley et al. (1998) tried to define change and state the principles of change by saying that

It is both an individual and an organizational phenomenon affecting each and every educator as well as the school, districts, universities, and other organizations to which they belong.

The principles of change include: change is a process that takes time and persistence; as individuals progress through a change process, their needs for support and assistance change; change efforts are effective when the change to be made is clearly defined, support and assistance are available, and leaders and policies support the change; most systems resist change; organizations that are continuously improving have ongoing mechanisms for setting goals, taking actions, assessing the results of their actions, and making adjustments; change is complex because it requires people to communicate with one another about complex topics in organizations that are, for the most part, large and structured. (p. 38)

Fullan also summarizes eight lessons about the change process that professional development leaders must know. They include:

You can't mandate what matters; change is a journey not a blueprint; problems are our friends; vision and strategic planning come later; individualism and collectivism must have equal power; neither centralization nor decentralization works; and connection with the wider environment is critical for success. (Fullan in Brown & Sheppard, 1997, Professional development and change section, para. 1).

The acquisition of change involves change in beliefs and change in action. Which of the two comes first is debatable among educators. Guskey (2002) argued that for change in belief to come in teachers, they have to see change (improvement) in student achievement first as a result of a certain new practice. Others argue that changing teacher beliefs should be the primary work of professional development because when one believes differently, new behaviours will follow. Still others claim that instead of being linear, changes in ideas and attitudes, and actions and behaviours, occur in a mutually interactive process (Louck-Horsely et al., 1998).

### 2.9.6. State and Local Policies

According to Loucks-Horsley et al. (1998) when professional development planners consider their context, they need to assess the policies at work that will affect the success of their professional development plans. They also noted that policies can limit or broaden options and impede or support progress. In any case, effectively navigating the stream requires professional developers to carefully examine local, state, and national policies, which exert a strong, if not always readily apparent, influence on professional development design.

In addition to the factors affecting PD, Loucks-Horsely et al. (1998) mention critical issues that need consideration within PD efforts. The issues include: ensuring equity; developing leadership; building capacity for professional learning; scaling up; gardening public support; supporting standards and frameworks through PD and evaluating PD.

Among other critical issues, the importance of evaluating PD is stated by different authors. Guskey (2000) mentioned four reasons for including evaluation in PDP efforts. The reasons include: “it’s help to measure progress; its intentional nature which helps to check the achievement of PD goals; its provision of better information to guide reforms; and to satisfy the increased pressure for greater accountability” (p. 7).

Hence, evaluation must be incorporated in to the process of professional development efforts in order to assure that a certain professional development programme is working up to the desired level and to make interventions on the programme if necessary.

### CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

In this section of the study, theoretical framework, the strategy of inquiry, the research site, the respondents and how they were selected, data collection instruments, validity and reliability of data collection tools, procedures for data collection, ways used to validate the qualitative data, and data analysis techniques employed are discussed.

#### 3.1. Theoretical Framework

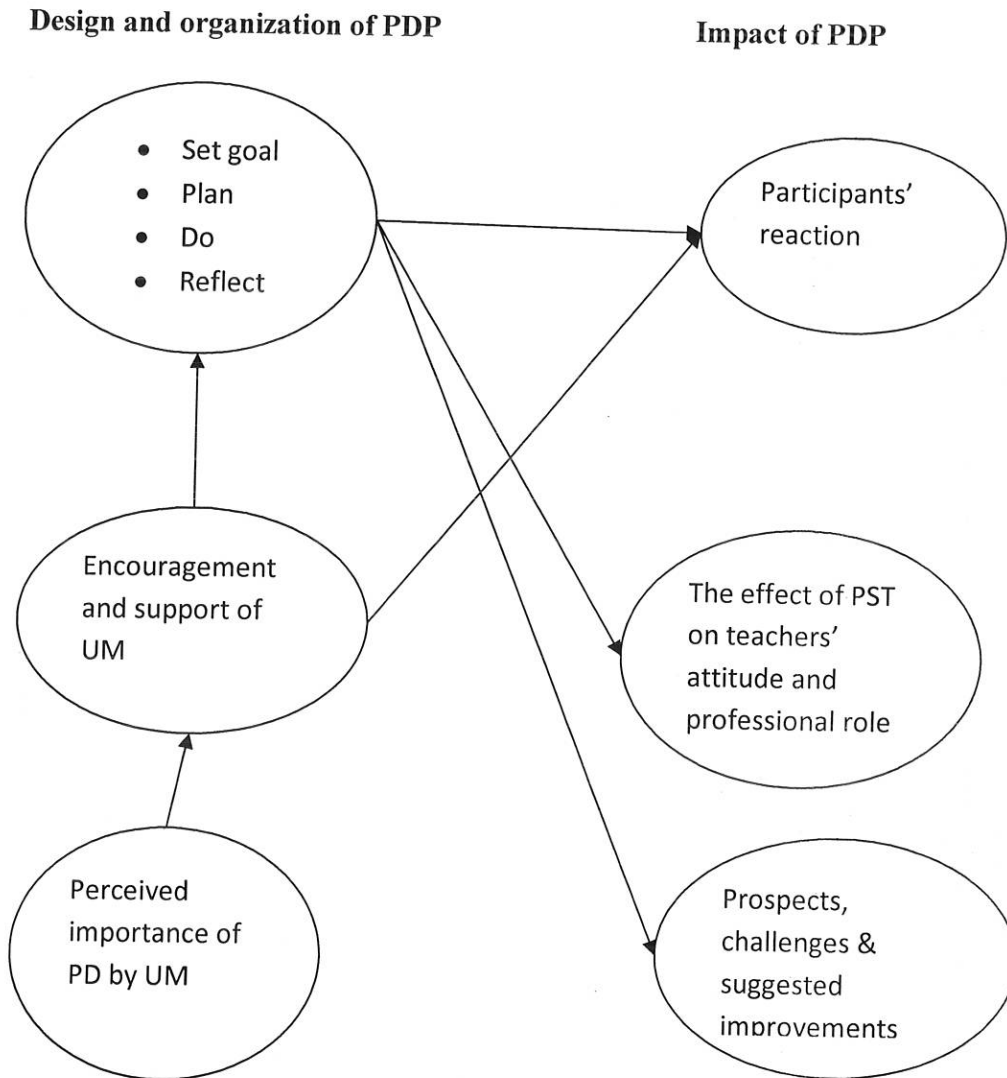
While working on this study, the researcher adapted the elements of designing teacher professional development including setting goals, planning, implementing and reflecting on PDP by Louck-Horsely, Hewson, Love & Stiles (1998) and evaluating professional development by Guskey (2000) in order to study the practice of teacher professional development in the form of PST provided by ADRC in Bahir Dar University.

The framework consists of two elements including design and organization of PDP, and its impact.

##### 1. Design and organization of PDP

This element includes four specific elements which are setting goals, planning, doing and reflecting on PDP. Goal setting covers the goal set by ADRC and other responsible bodies like departments in the university. Planning includes scanning context and unearthing important factors to consider in designing suitable programme. The plan of ADRC was considered in this part of the model. Doing involves putting the plan in to ground by having the necessary knowledge about the change process. In this model the implementation of ADRC's plan was considered. Reflecting involves examining the PD work and making adjustments when necessary.

Encouragement and support of UM was also one specific element of the organization and provision element of the model. Perceived importance of PD by UM was believed to have an impact on the encouragement and support given to it. Hence, it was included as one specific element in the model.



*Figure1: The Relationship Between Design and Organization of PDP and Its Impact*

## 2. Impact of PDP

This element helped to see the impact of design and organization of PDP and UM support to the effort.

To assess this element, participants' reaction on the consideration of their need; the content, process and context variables of the PST; UM support for teachers; their accountability on the PST and evaluation of the PST efforts; effect of PST on teachers' professional attitude and professional role; and prospects, challenges and suggested improvements were included as specific elements.

### **3.2. Design of the Study**

Mixed methods of inquiry was used to study the problem. The researcher used this method of inquiry to survey the practice of teacher TPD in the form of PST in Bahir'Dar University and to gather detailed data on the issue. The rationale behind the use of mixed methods of inquiry is because it helps to understand the problem with the use of different mechanisms (instruments) without questioning the approach from which the mechanisms are chosen.

Among the mixed methods designs, concurrent nested strategy was applied. This approach is one of the mixed methods of inquiry that researchers use when there is a need to converge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Cresswell, 2003). In this study, quantitative data were nested on the qualitative dataset. Both forms of data were collected concurrently and integrated in the analysis part of the study.

### **3.3. The Research Site**

The research site of this study was Bahir Dar University. The reasons behind selecting this research site are the following. This site is the researcher's work place and one of the reasons for choosing the research problem in the first place was the curiosity of the researcher to study the experience that she had been through. Secondly, the researcher believed that she would have a better access of information for the successful accomplishment of the study.

And thirdly, as an academic staff of the university, the researcher wanted to contribute to the academic development of the university through this research work.

Bahir Dar University is located in Bahir Dar town of west Gojam that is found in the north-western part of Ethiopia. The university has a notable experience in providing higher education for more than 30 years. It started its functioning with the provision of Diploma programme in Adult education. It is upgraded to a university level in 2002 EC. The university is well known in rendering teacher education in the country. Currently, it has 4 colleges (College of Agriculture and Environmental sciences, College of Business and Economics, College of Medicine and Health sciences and College of Sciences), 5 schools (School of Food and Chemical Engineering, School of Civil and Water Engineering, School of Computing and Electrical Engineering, School of Law and School of Mechanical and Industrial Engineering), 3 faculties (Faculty of Education and Behavioural Sciences, Faculty of Humanities and Faculty of Social Sciences) and 2 institutes (Institute of Land Administration and Institute of Textile and Clothing). The university is currently running both under graduate and graduate programmes.

### **3.4. Respondents and Sampling Procedures**

Participants of this study were the academic staffs of Bahir Dar University. Teachers, professional development programme coordinator, trainers and management officials at different levels participated in providing the necessary data.

Teachers participants of the study were trainees of the ADRC PST in the years 2000-2002 EC. This is because the training which was provided before 2000 EC was intensive which is given within a week's life span. Together with the training being intensive, the researcher thought that teachers who attended the training before 2000 EC can forget about the different things related to the training attended. Moreover, the groups of teachers who were trained are

different before and after 2000 EC. The PST trainers who participated in this study were also those who have given the training on or after 2000 EC.

Availability sampling was used to select teacher trainees from the population for collecting quantitative data. Accordingly, forty (40) participants were selected out of 124 trained teachers who were available at the time of data collection. In the university there are 14 colleges/schools/faculties/institutes. From these, only 9 of them were included in the provision of the training which are believed to hire teachers without pre-service teacher education. From those colleges /schools / institutes, all teachers who attended the training and were available at the time of administering the questionnaire were included except those who participated on the pilot study.

For the qualitative data, 14 individuals who are believed to be important sources of data were taken as participants. That is, 5 teachers, the ADRC coordinator, 3 training facilitators and 5 management officials were selected purposively.

### **3.5. Data Collection Instruments**

Interview guides, document analysis, and questionnaire were used to collect data.

#### **1. Interview guides**

Unstructured interview guides were used to collect detailed data from teachers, university management, ADRC coordinator and training facilitators. One of the interview guides prepared for teachers was applied to assess the perceived importance of PD, the overall organization of the PST, management support to the programme and the prospects, challenges and suggested improvements. Training facilitators were also interviewed about their opinions on the overall practice of PST provided by ADRC together with its challenges, the prospects and suggested improvements. The

interview guide with the ADRC coordinator was used to assess the overall practice of PST and the support and encouragement of the university management together with the challenges, prospects and suggested improvements for the effectiveness of the programme. Moreover, management support and encouragement to the practice of PST together with the importance they attach to TPD was also assessed with the use of the in-depth interview with the university management.

At the time of the interview, tape recorder was used to capture the whole ideas of the interview and to check any ambiguity at the time of data analysis.

## 2. Document analysis

Different documents related to teacher professional development programmes in the university were consulted. The university's strategic plan for 20 years (2005-2025 GC.), the annual plans of the university, the master plan and annual plans of the ADRC and reports by ADRC to the university management and other documents showing the activities of the center with respect to PST were analyzed based on the questions raised in the study.

## 3. Questionnaire

One questionnaire was administered for teachers to explore teachers' professional attitude of PD, the organization and provision of the PST, the encouragement and support gained, the effects of the training in their practice, and the prospects and challenges of the training and recommended changes. Both open ended and close ended questions were included in the questionnaire.

### 3.6. Validity and Reliability of Data Gathering Tools

At the time of preparing the instruments, the researcher used specification of the issues to be asked to assure the content validity of the questionnaires. In addition, two experts who worked on researches on PD and who are working now, and another two who work as a coordinator and trainer in PDP commented on the questionnaire. They removed some part of the questionnaire and also help the researcher change items which they believe are ambiguous to respond to. One expert also commented on the interview guides prepared. One expert with language background commented on the appropriateness of the language used in all the instruments.

Pilot study was also carried out to ascertain the reliability of the questionnaire prepared. Twelve individuals from departments which were not considered in the main study participated for the pilot study. 2 participants did not respond to all of the items. Hence, the Cronbach alpha item reliability analysis was done on 10 of them only. The reliability of the items was found to be 0.967 (see Appendix 6). The item total statistics table showed that the deletion of any one item will result in a slight change on the reliability statistics of all the items. Hence, all the questions were maintained with some modifications of language and the organization of items. Moreover, after observing the responses of the participants for the pilot study, the scale "Undecided" was removed from the main questionnaire.

The validity of the qualitative data was checked through triangulating the data collected through interview guides, the document analysis and the questionnaire. The data collected from different sources also helped to cross check the information on the issues raised within the study.

### **3.7. Procedures of Data Collection**

The university currently has two campuses and the data collection was done on one campus after the other. The questionnaire was distributed by going to each teacher's offices by the researcher. Teachers notified the time of returning the questionnaire and at that specific time the researcher collected the distributed questionnaire.

Interviews were conducted concurrently with questionnaire administration by the researcher. In collecting data through the interview guide, the researcher introduced the intent of the study and for what purpose the data will be used to the participants, and then asked whether they are willing to participate in the study. Then, by fixing appointments the interviews were conducted.

For the document analysis, the location for important documents for the study was checked and after getting permission, the documents were consulted.

### **3.8. Data Analysis and Interpretation**

Both qualitative and quantitative data analysis were used for the data collected. Data which were collected through the open ended items of the questionnaire, interview and document analysis were analyzed qualitatively by coding initially based on the themes and the basic research questions and through describing the data within the codes in detail. Direct quotes were used when it was necessary to hold the views of the participants as they reflect it.

Data obtained through the close-ended items of the questionnaire were entered in to the Statistical Package for Social Science (SPSS version 15). Descriptive statistics which involves mean and standard deviation were calculated for all items to compare the sample means of different elements in the study with the assigned reference point. The reference point is selected to be 3.0 because in order to say that teachers have a positive attitude or

opinion towards the issue, they have to at least “Agree” on the issue raised and the scale for “Agree” in the questionnaire was rated to be 3.0. Hence, the scale number (3.0) was used to determine the extent to which teachers response reflects positive or negative connotation towards the issues raised on the questionnaire.

In addition, from the inferential statistics one-way Analysis of Variance was used to see if there is significant difference among teachers in different schools/colleges/institutes on their professional attitude towards PD and the perceived effect of PST on their teaching role.

Interpretation and discussion of all the data were presented after their analysis.

## CHAPTER 4: DATA PRESENTATION AND ANALYSIS

In this part, the qualitative and quantitative data that were collected are presented and analyzed. The data collected through interview, document analysis and open ended items of the questionnaire were categorized based on the themes and basic research questions, and detailed analysis is given. The quantitative data collected through the close-ended items of the questionnaire are presented in tables and quantitatively analyzed under the corresponding themes of the qualitative data analysis and based on the research questions.

### 4.1. Characteristics of the Participants

Interviews were held with fourteen 14 participants. The participants include: instructors, department head (programme manager), college dean, institute director, top university management, academic development and resource center (ADRC) coordinator, and trainers of the PST provided by ADRC.

*Table 1: Characteristics of key informant teachers involved in the interviews*

Participants	Field of specialization	Qualification	Service year	sex	Year of the training attended
I-1	Rural development	MA	3 years	M	2002
I-2	Rural development	MA	2 years	M	2002
I-3	Rural development	MA	1 year	F	2002
I-4	Fisheries & aquatic sciences	MSC	4 years	M	2000
I-5	Economics	BA	2 years	M	2001

At it can be seen in Table 1, five (5) instructors were participants of the interview. Four of the participants have graduate degrees while one is a holder of BA. All of them attended the training on or after 2000EC. Moreover, they have thought for at least 3 months before they were interviewed so that they can provide information about the programme and its

implementation in their classroom. The service years of the participant instructors ranges from 1 – 4 years in the university. Moreover, all except one participant were male.

*Table 2: Characteristics of key informant UM, ADRC coordinator and PST trainers*

Participants	Field of specialization	Qualification	Service year	sex	Position
I-1	Economics	MSC	1	M	Department head
I-2	Law	LLM	2	M	Programme manager
I-3	College of Business and Economics	MBA	1	M	College dean
I-4	Institute of Textile and Clothing	MSC	2	M	Institute director
I-5	Pedagogical science	PhD	1	F	Top UM
I-6	Pedagogical science	MA	9	M	ADRC coordinator
I-7	Pedagogical science	MA	7	M	PST trainer
I-8	Pedagogical science	MA	7	M	PST trainer
I-9	Pedagogical science	MA	5	M	PST trainer

As indicated in Table 2, one department head from the College of Business and Economics (CBE) and one programme manager of the School of Law were participants of the interview as university management who are near to instructors in the university. Both of them have graduate degrees and served 1 year or more on the position. Both of the participants were male.

College dean of business and economics and director of textile and clothing institute were the other participants of the interview with a management position next to the department head and programme manager. They have their graduate degrees and work for 1 and 2 years, respectively in the position. Both of the participants were male.

One (1) top university management with service year of 1 was interviewed at the time of data collection. She has a post graduate degree. She is the one with the required information for

the study since most top university management officials were newly appointed to the positions.

The coordinator of the ADRC works in the position for 9 years starting from the time the center is established under the late education faculty until now. Though there were interruptions of his being a coordinator when he was in study leave.

Three trainers were interviewed at the time of data collection. The service year noted is the number of years that the trainers worked as an instructor in the university. They all give training on years 2000 EC and after. They don't have service year as trainers since they were hired by the ADRC in contract terms or for the time when the training was provided.

Questionnaire was used to gather both quantitative and qualitative data from teachers. The characteristics of those participants are presented in the table below.

*Table 3: Respondent teachers by school /college /institute and sex.*

Colleges/schools/ Institutes	Sex				Total	
	Male		Female		N	%
	N	%	N	%		
College of agriculture and environmental sciences	6	100	0	0	6	15
College of business and economics	7	100	0	0	7	17.5
School of food and chemical engineering	1	33.3	2	66.6	3	7.5
School of civil and water engineering	4	100	0	0	4	10
School of computer and electrical engineering	3	60	2	40	5	12.5
school of law	5	100	0	0	5	10.5
School of mechanical and industrial engineering	5	100	0	0	5	12.5
College of medicine and health sciences	3	100	0	0	3	7.5
Institute of textile and clothing	2	100	0	0	2	5
Total	36	90	4	10	40	100.0

Table 3 shows that the questionnaire was administered to 40 teachers in the nine institutes/schools or colleges. From these 40 participants 4 (10%) of them were female.

*Table 4: Respondents qualification, service year, and year of involvement in PST*

Variables	Characteristics	Frequency	Percentage
Qualification	BA, BSc, Bed, LLB, MD	34	85
	MA, MSc, MBA, Med, M. Phil	6	15
Service years	1 years	27	67.5
	2 years	6	15.0
	3 years	5	12.5
	4 years	1	2.5
	5 years	1	2.5
Year of involvement in PST	2000 EC	6	15.0
	2001 EC	4	10.0
	2002 EC	30	75.0

As it can be seen from Table 4, 34 participants which is 85% were holders of first degrees and the rest 6 (15%) have graduate degrees.

The participants have a service year of 1 up to 5. The table reveals that majority of the participants which is 27 or 67.5% of them are in their first year of teaching in the university while two participants were found to be teachers in the university for 4 and 5 years each. Six which is 15% of the participants have service year of 2 while the rest 5 (12.5%) served for 3 years in the university.

With respect to the year of involvement in the PST, the table reveals that 30 of them (85%) attended the training in 2002 EC, 4 of them in 2001 EC and the rest 6 (15%) involved in the training in 2000 EC. Moreover, all of them have the experience of teaching at least for three months after attending the training to implement the contents in their own practice.

#### 4.2. Perceived Importance of Teacher Professional Développement

Participants perceive the importance of professional development in a number of ways. They reported that professional development helps teachers have full information on different aspects in their profession. As a result of this acquired information they can address the diverse needs of their students and can go out of the monotonous way of doing things and in the end, can make students enjoy learning differently and become effective in it. Moreover, the acquired knowledge according to one teacher participant has an impact on building the confidence of teachers by saying that

... if I know the subject matter to teach and how to teach it, I will be free with my students and this confidence will create a suitable condition for students learning.

I-5, 22-04-2010

In a slightly different manner one participant teacher commented on the dynamic nature of truth, the responsibility teachers have to update their knowledge and the role of PD in meeting those responsibilities by saying that

“... nature is dynamic and technology also changes hence teachers have to update their skills and knowledge with the new development so that they can equip their students with updated knowledge and in doing so PD plays a crucial role”

I-2, 20-4-2010

She also perceived the importance of PD in assuring the quality of education. She said that when teachers had the required knowledge and skills in their profession, they could contribute to the improvement of quality education that we are engrossing over. Adding to her perception, one department head mentioned that PD helps to bring quality education in the university through equipping students with the necessary knowledge. He responded that

involvement in PD is a proof of teachers' effective engagement in their work and this effective engagement will improve the quality of education provided to students. The top university management also underscores the importance of PD in improving the quality of education in the university and throughout the country in general.

One teacher replied that the involvement of teachers in PD helps to ease the teaching learning process in the classroom and also helps to have the necessary knowledge to accomplish the learning objectives and to produce qualified man power in the country. He also noted that TPD helps to create both unrestrained and understanding environment in the classroom where teachers and students work in a cooperatively and friendly manner.

Another view is presented by one department head. He reported that by using the knowledge teachers acquire through PD, they can reflect on their practice, communicate with their students effectively and teach the subject matter by relating it to students real life experience. In addition, he mentioned that PD helps teachers to make their classes live, to follow their students, to meet the learning objectives effectively and to help students use their full potential.

### **4.3. Instructors' Attitude towards PD as Their Professional Role**

Teachers' attitude towards PD as their professional role was measured with the use of 11 items. Those items and their descriptions are as follows.

Table 5: Teachers' attitude towards PD as their professional role

Items	N	Mean	Std. Deviation
PD is one of the responsibilities teachers must have in the institution.	40	3.73	.452
PD is for teachers who are not competent in professional skills and knowledge.	40	3.09	.929
PD improves the knowledge, skills and practice of teachers in the institution.	40	3.57	.632
PD helps teachers to be confident on their work.	40	3.38	.705
Exposing oneself is one of the things which make involvement in PD difficult.	40	2.55	.751
PD puts unnecessary workload on teachers.	40	3.18	.813
PD hinders teachers from being autonomous in their work.	40	3.30	.847
PD helps to improve student performance.	40	3.48	.554
PDPs should not be limited to subject matter knowledge development only.	40	3.38	.628
PDPs are not necessary for those trained in teacher education programmes.	40	3.07	.767
Teachers can be leaders of their own PD.	40	3.13	.648
Weighted mean and Std. deviation	40	35.82	2.94
Valid N (listwise)	40		

As it can be seen in Table 5, 11 items were used to measure teachers' attitude towards their professional roles as a teacher and the responsibilities that go along with this role. The weighted mean of the participants as indicated in the table is higher (35.82) than what is expected (33) to be taken as positive. Hence, it can be argued that participant teachers have a positive attitude towards their own professional role and the responsibility that go with it. Except in item no 5, the sample mean of all items is above the expected mean.

Table 6: ANOVA for Teachers attitude towards PD as their professional role

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	78.202	8	9.775	1.174	.346
Within Groups	258.098	31	8.326		
Total	336.300	39			

One-way ANOVA was used to see if there is any significant difference among the institutes, colleges, and schools on the attitude of instructors concerning professional development. As it can be seen in Table 6, there is no significant difference on the means of institutes, colleges, and schools regarding their attitude to PD as their professional role. Hence, all teacher trainees have a positive attitude towards the professional roles related to their own professional development and the responsibility that goes with it and their attitude is not significantly different.

#### 4.4. Organization and Provision of PST and Teachers' Reaction

In this part, goal setting and planning for PST, procedures followed to implement the plan, reflection on performance; consideration of teachers needs while designing the training; the content, process and context of the training; the encouragement and support of UM to the PST; and accountability of teachers to the PST attended and the evaluation of PST are analyzed.

##### 4.4.1. Setting Goal, Planning, Carrying-Out and Reflecting-On the Pedagogical Skills Training

###### 4.4.1.1. Setting Goals and Planning for Pedagogical Skills Training

In the university's strategic plan for 20 years (2005-2025), two strategic objectives are written about professional development of teachers and the university staff in general. These objectives are "BDU will realize that the academic staff has an excellent educational level

and that the training activities are focused on helping to solve the problems of the society<sup>6</sup>, and BDU will have its academic, support and management staff developed both academically and professionally at full national standards (both in quality and numbers) for academic staff and for all the university's staff respectively<sup>7</sup> (BDU, 2005).

Continuous professional development is one of the strategies designed to achieve the strategic objective which aims at realizing the academic staffs' educational excellence. The following strategies were designed for the other strategic objective. Developing general academic staff development plans on 5 years bases and yearly operational plans; developing staff development plan, and training at diploma and degree levels; strengthening, staffing and equipping pedagogical resource center for training and providing resources; seeking support from MOE and others for staff development; seeking, supporting and increasing scholarship opportunities (locally and abroad), increasing opportunities for research, publications, etc; management development plans (5 yearly, yearly operational plans), and training of existing and prospective young managers-both short term and for advanced degrees; support staff development planning and professional training for job enrichment and vertical growth; and following a policy of mass recruitment of junior teachers to be developed fast (BDU, 2005).

Irrespective of writing those strategic objectives and strategies for teacher professional development in the university, the university works on plans on PST in general terms.

While working on operational plans each year, professional development programmes which are provided by ADRC for teachers, and other in-service trainings for all staff are included as one element which is named as staff development. Moreover, the budget allocated for staff development in the university always has the same amount which is 100,000 birr and there is

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<sup>6</sup> The first strategic objective on staff development in the university

<sup>7</sup> The second strategic objective on staff development in the university

no explicit allocation of budget for the specific activities of staff development by ADRC in the university.

Similarly, according to key informant faculty deans and department heads, faculties and departments don't have plans for teachers involvement in the pedagogical skills training provided by ADRC. Hence, plans for the pedagogical skills training is done only by the ADRC.

In the master plan of the ADRC, there are general and specific objectives concerning PD of the university staff. The general objective is read as "conducting staff development to promote professional and research skills of the academic staff" and the specific objective is read as "to offer basic and advanced trainings in course design, instruction, assessment of learning, and on cross cutting issues".

The ADRC coordinator reported that the center prepares annual plans for the three units which are staff development unit that mainly focuses on giving training; the quality care unit which works on quality education in the university; and the resource unit that works to provide resources for staff in the university.

According to him, the plan for staff development unit on PST includes the number of expected training participants based on the universities trend of hiring new teachers, the trainers required, the time schedule that the training will be held and the required resources to conduct the training. Other important factors of PD planning like context analysis are not part of the plan.

#### **4.4.1.2. Carrying-Out the Plan**

According to the ADRC coordinator, for the reason that the training time of the center is not included in the university's annual schedule, the center prepares forms to be filled by teachers

about the suitable time on which they can attend the training. Departments inform teachers to attend the training only after the ADRC informs the department about the training and sends forms. Agreeing on the way teachers were informed about the training, key informant teachers replied that the department head told them that there is training so that they can adjust their time to attend it.

According to the ADRC coordinator, the center trains those teachers who are willing to attend the training and those who can arrange their classes for the training. The reason is that there is no policy for staff development that makes involvement in PD a requirement and creates conducive conditions to do so.

As a result, the number of the trainees is always small. The following table (Table 11) which is obtained from documents of the ADRC shows the expected number of training participants and the actual number of participants for the years 2000 – 2002 EC.

*Table 7: The expected and actual number of ADRC trainees*

Year (EC)	Expected	Participated	%
2000	100	53	53
2001	150	28	19
2002	200	43	21.5

As it can be seen from the table, only in the year 2000 EC more than half of the expected trainees (53%) attended the training fully. In the rest two years, the percentages of participants of the training were very low when compared with the expected number, 19% and 21.5% respectively.

The ADRC coordinator reported that the number of participants might be high in the beginning but most of them do not finish it. As a result, there was wastage. In order to alleviate the wastage the center recommended to the university management to make teachers

free from their workloads for 2 hours per week and to make departments pay to ADRC for their staffs' involvement in the training so that they may feel responsible to follow teachers' completion of the training. But, the recommendations were not fully accepted by the responsible party.

#### 4.4.1.3. Reflection on Performance

According to the ADRC coordinator, the center does not make any evaluation on the effectiveness of the programme and make interventions. According to him and the documents analyzed, the only form of evaluation is conducted by letting the PST trainees fill a form on the strong sides of the training, on those that need improvement and suggestions on how to improve them at the end of each PST. This evaluation is done on some selected areas of the training like the ability of the trainers, adequateness of refreshments and the like.

Only one comment of the trainees which is related to the extension of training time is incorporated in the programme design ever since. In general, the effort of evaluating programme effectiveness of the PST was found to be not up to the required level.

#### 4.4.2. Consideration of Teachers' Needs

The consideration of teachers and students needs on the PST was assessed with the use of five items and the analysis was made as follows.

*Table 8: Items on the consideration of teachers' needs in the PST*

Items	N	Mean	Std. Deviation
PDP is designed to help teachers improve student learning.	40	3.47	.640
The PDP consider teachers PD need with respect to the service year they have.	40	2.42	.870
The PDP recognize PD as a continuous process and teachers are getting ongoing support.	40	3.05	1.011
There is no imposition by the university management for	40	2.50	.961

teachers' involvement in PDP.			
In the PDP careful analysis of teachers' professional status is made.	40	2.44	.965
Weighted Mean and Std. Deviation	40	13.88	2.67
Valid N (listwise)	40		

The weighted mean for the consideration of teachers' needs in the PD effort is below the expected mean. The weighted mean of the sample population is 13.88 while it is expected to be 15 at least to be considered adequate. Hence, from the data it can be argued that the consideration of teachers' needs within the PST is not up to the desired level.

#### 4.4.3. Content, Process and Context of the Pedagogical Skills Training

##### 4.4.3.1. Content of the PST

According to the ADRC coordinator and as it can be seen in the documents, needs assessment was made on the contents to be given for newly recruited teachers in the university. The need assessment showed that the pedagogical skill training was identified as a basic need by teachers. When asserting the relevance of the content of the training material the coordinator replied that

“... the material prepared is enough for teachers without pedagogical education and training as their first experience and is even used for other PDPs.”

I-6, 27-04-2010

One teacher noted that the relevance of the contents learnt in the training is unquestionable. As he said it, the training helped him to have the required knowledge of using different active learning methodologies and the procedures for preparing exams.

Another participant who has her first degree in education noted that the training helped refresh-up her knowledge of active learning and measurement and evaluation and the importance is even higher for those who do not have pre-service teacher education. She also commented that the relevance of the contents depends on the subject matters that teachers teach. For instance, the measurement and evaluation part of the training focused on constructing test items and does not cover cases as formats for assessing students and teachers in the school of law do not prepare test item rather use cases in evaluating their students.

Trainers of the pedagogical skills training also mentioned this as one difficulty. They mentioned that the contents of the training are incomplete and cannot address the needs of all the trainees. In addition, other trainer replied that the contents of the training are traditional which doesn't consider the current practice of the university's context.

When it comes to the applicability of the contents learned, different issues were raised by teachers as its hindrance. One of these obstacles is large class size. One of the key informant teachers noted that

...with having 70 or more students in the classroom it is even hard to use the traditional forms of teaching leave alone the student centered ones.

I-1, 20-4-2010

Other teacher participant mentioned that the students become weak academically and most of them lack interest to learn and are inactive in the classroom. As a result, teachers are active rather than students in the classroom.

The other and the most vital barrier reported by key informant teachers is scarcity of materials. For instance, as a result of not having duplicating materials, teachers write all the

things in the blackboards. In doing so, teachers use most of their classroom time writing on the board rather than engaging the students in their learning. In addition, one key informant mentioned the workload, 12 hours per week, itself is one obstacle to the application of those contents in the classroom.

Furthermore, it was mentioned that the classroom design, arrangement of chairs, and the classroom environment in general have an impact in the application of the contents learnt in the training.

The characteristics of the PST contents as assessed by the use of the questionnaire also revealed that they are relevant but not practice oriented and applicable. The table below elaborates this point.

*Table 9: Items on the contents of PST*

Items	N	Mean	Std. Deviation
The contents of the PDP are relevant to the needs of teachers	40	3.28	.716
PDP content is practice oriented.	40	2.80	.883
The content of the PDP is difficult to understand.	40	3.27	.599
As far as I know involvement in PDP is a waste of time.	40	3.64	.620
The content of PDP is applicable in the context of the university.	40	2.87	.883
The PDP contents entertain professional standards expected of teachers in the university.	40	3.00	.681
Weighted Mean and Std. Deviation	40	18.85	3.17
Valid N (listwise)	40		

As indicated in Table 9, the weighted mean of the items concerning the content variable is higher (18.85) than the expected mean (18). This implies that the contents of the training are appropriate for teachers attending the training. As shown in the table, for the two items (item number 2 and 5) which focuses on the practicality and applicability of the contents, there is a mean below the expected (2.8 and 2.87) respectively. Hence, it is indicated by the

participants that the contents of the PST lack applicability and practicality in the university's context and the training provision can be considered as wastage for the university.

#### **4.4.3.2. The Process of the Pedagogical Skills Training**

Key informant teachers commented that the process of the provided training with respect to the trainers is somehow good. They replied that some of the facilitators teach in ways that they preach and others miss some components. They tried to make the training participatory in a way that all trainees share their experiences and they were really facilitating the training rather than telling the trainees what to do and what not to do.

On the other hand, one teacher informant reported that the trainers didn't make some contents practical to trainees because some contents cannot be made practical in the classroom and need other methods to do so, like video recordings. As to this informant the trainers did not include these mechanisms to make the training fully practical. In addition, it was mentioned by informant teachers that the facilitators of the training lack the subject matter knowledge of teachers attending the training, and they can't relate the content of the training to the subject matter knowledge of the trainees and give practical examples.

Similar comment was given by one of the key informant trainers saying that because of not knowing the subject matter knowledge of each trainee together with shortage of time, they cannot relate the contents of the training to teachers work and teaching contexts.

Consequently, the trainees do not know how to apply those contents to their daily teaching activities. Moreover, the consequence of rushing through the contents was explained by another key informant by saying that

... as a result of the rushing through on the training material I cannot remember many of the things that I learn in the training let alone practicing them.

I-5, 22-04-2010

Moreover, the time shortage results in the training being loaded and making the trainees bored and negatively affect the effectiveness of the training.

Key informant trainers accounted that there is a problem of addressing the needs of all teachers from different fields because of the difference in their backgrounds. One of the trainers described this situation by saying that

... some trainees expect the training to start from defining important terms while others expect more advanced way of presenting the content. Moreover, there are some trainees who need to learn some contents which are not covered by the training material. Hence, fulfilling the needs of the trainees becomes a challenge.

I-2, 27-04-2010

One teacher informant responded that the existence of the material helped teachers to refer to it whenever necessary. He noted that the material can be used even after the completion of attending the training. One problem with the training material was reported to be that it is bulky.

All key informant teachers replied that there is no follow-up provided by the center during or after attending the training. As a result, there is no way of checking whether teachers practice what they learn or not let alone they are practicing it following the necessary procedure. One key informant commented on this by saying that

... I think the training is given to us only for statistics purpose. The training is provided just to say that this number of teachers attended the training rather than to develop us professionally.

I-3, 21-04-2010

The ADRC coordinator also reported that there is no follow-up of teachers' practice of the contents they learn in the training. The center had a plan of doing implementation follow-up. But, scarcity of financial resources doesn't allow it to do so. According to him the center's budget is used only for the purpose of exploring the theories or discussing the contents of the training in the training room only. He commented on the difficultness of this situation by saying that

... if the center conducts follow-ups with the budget it has, it will be a luxury since giving the training for all teachers is a priority than following-up some of them.

I-6, 27-04-2010

Key informant teachers noted that the training doesn't allow them to work collaboratively. According to them, the activities in the classroom were designed to make the trainees work in groups. However, this is not the case when they are out.

The quantitative data also revealed that the process of the PST is effective enough except the facilitators' ability in facilitating the training and the provision of follow-up by the facilitators or other coaches. The table below explains this in detail.

Table 10: Items on the process variables of the PST

Items	N	Mean	Std. Deviation
PDP facilitators are with the required capabilities.	40	2.72	.740
The aims and objectives of PD are clear.	40	3.37	.657
PD strategies employed are appropriate to facilitate teachers learning	40	3.27	.666
The activities of PDP are carefully planned and well organized.	40	2.93	.833
PDP facilitators apply the approaches they preach.	40	2.77	.518
Activities of PD allow teachers to have personal planning and reflection.	40	3.29	.595
Activities of PD allow teachers to work with colleagues.	40	3.39	.533
Activities of PD allow teachers to explore practical application of the content.	40	3.34	.690
Different types of PD models are used to enhance understanding on certain content.	40	2.82	.780
Facilitators follow-up PD practice.	40	2.92	.828
Weighted Mean and Std. Deviation	40	30.83	4.26
Valid N (listwise)	40		

As it can be seen in Table 10, the weighted mean of the process variable of PD training is slightly higher (30.83) than the expected mean for the variable which is (30). This indicates that the process of the training is somewhat supportive of teachers learning. On the other hand, items related to facilitators (trainers) of the training score less than the expected mean for each item which is 3. This shows that the participants of the training have doubts on the ability of facilitators of the training in meeting the needs of all teacher trainees. In addition, the mean of the item on follow-up shows lower than the expected. This indicates that the follow-up provided for the trainees is below the desired level.

#### 4.4.3.3. The Context of the Pedagogical Skills Training

Teachers hold different views on whether the training room is comfortable or not. All key informants except one noted that the training room was comfortable. The sitting arrangement is also conducive for the activities which were done in the room. One key informant even assured the comfortableness of the training room by saying that

... I wish I have a classroom with similar arrangement with that of the ADRC training room which is a great input to make the classroom interactive.

I-1, 20-04-2010

On the other hand, other key informant commented on the sitting arrangement of the training room as it is comfortable only for group discussions and said that it is vital to rearrange the classroom for different purposes correspondingly.

According to the key informant teachers, there was a provision of refreshments at the time of the training. But, some of them feel that the refreshments provided are not enough for teachers teaching their classes and attending the training at the same time. One of the trainers also agrees on this point.

The place where the training is provided is in the main campus of the university. Those who came from other campuses noted the difficulty of going to the main campus to attend the training. They said that the provision of transportation did not match with their programme most of the time. In addition, as a result of going from their campus to the main campus, they became tired while attending the training.

On the other hand, the quantitative data showed that the context of the PST in general is not satisfactory. The table below indicates teachers' reaction towards the context of the training.

Table 11: Items on the context of the PST

Items	N	Mean	Std. Deviation
The place where the PDP are held is conducive to learning.	40	2.81	.710
There is adequate provision of refreshments while engaging in the PDP.	40	2.32	.880
The PDP run in a place that is convenient to teachers.	40	2.50	.840
There are adequately organized resource rooms for teachers involving in the PDP.	40	2.31	.930
Weighted Mean and Std. Deviation	40	9.93	2.71
Valid N (listwise)	40		

Table 11 illustrates the weighted mean for the PD training environment is (9.93) that is below the expected mean of 12. The table also points up the mean scores for all items related to the training environment are lower than what is expected to be labelled to be adequate. Hence, it can be argued that the elements which help to make the context of PD conducive are not fulfilled.

#### 4.4.4. Encouragement and Support of University Management for the Pedagogical Skills Training

There is difference in the departments of the university with regard to the provision of support for teachers attending the training. One key informant teacher reported that he had received support in the form of work load reduction from 12 hours per week to 9 hours. Others responded that there was no support received at the time of the training. Key informant department heads and faculty deans reported that they reduce workloads for teachers attending the training.

Teachers claimed that while they tried to implement the contents of the training, scarcity of materials didn't allow them. Materials like duplicating machines, LCD projectors are among the mentioned scarce resources in the university. All key informant teachers except one

reported that they tried to inform the department heads about the materials that they need. But, the problems are not solved and they stopped practicing what they have started.

One key informant department head stated that there was no support for teachers who finish attending the training. According to him this is a result of not knowing the importance of the training and the center in general for teacher professional development. As a result, the department even did not check who finish attending the training let alone supporting teachers in their engagement to training related activity. Hence, attending the training is like teachers private business.

The other key informant department head noted that teachers' involvement in the training is considered for their promotion. So, each newly recruited teacher without pre-service pedagogical education is expected to complete the training and certified. According to him, this is the way that his department follow to assure the staffs' involvement in the training.

One of the teacher informant responded that he did not ask for resource support even though scarcity of resources have an impact on his implementation of the contents learnt. The main reason he stated for not asking for resources is that he believes that those resource shortages will be alleviated after the implementation of the business process reengineering (BPR).

Teacher participants also commented that the university management doesn't encourage model teachers; it has a problem of allocating fixed time for the training, and does not provide enough awareness for university community about PD.

The center coordinator on the other hand raised the problem of resources as a hindrance for the center to achieve its objectives. According to him, the current provision of human, material and financial resource for the center doesn't allow the center to achieve its objectives. For instance, in the master plan of the center which is approved by the university

senate, the need for 13 staff members was indicated for the center to carry-out its responsibilities effectively. However, the center was staffed with the 3 unit leaders only the previous year (2001 EC) let alone other staffs working under or with them. As a result, when there are trainings designed for the center staff, teachers who are not members of the center attend them and will not serve the center with the acquired knowledge since they are not member staffs of the center in the first place.

Moreover, the payments made for the trainers of the pedagogical skills training together with the number of trainer which is allocated for one session are also obstacles for the center to hire veteran trainers and to satisfy the needs of the trainees. He assured the importance of paying for veteran teachers by saying that

... if the trainers have a good experience in higher education, it will satisfy the trainees and will also help build the image of the center. And this can be one promotion for others to attend the training.

I-6, 27-04-2010

Responding to the issue of scarce resources, the top university management agreed on the fact that the center did not get the required resource and commented that it is a result of scarcity of resource in the university in general rather than not giving the required attention to the center's activities.

All key informant teachers accounted that the culture of the university in general was not conducive to implement what they learnt in the training.

The table below also indicates the inadequateness of the encouragement and support of university management for TPD.

Table 12: Items on encouragement and support of UM for PST

Items	N	Mean	Std. Deviation
There is equal access for all teachers to be involved in the PDP in the university.	40	2.74	1.030
The university provide enough opportunities for teachers to involve in PD.	40	2.86	.972
Teachers are involved in decision making about the PDP in the university.	40	2.30	.796
The PDP in the university encourage teachers to be leaders of their own PD.	40	2.77	.698
The university creates conditions for teachers to work collaboratively.	40	2.22	.894
PDP are appropriate for the context of the university.	40	2.83	.813
Teachers in the university have autonomy to work in ways they think are helpful to their students.	40	2.96	.753
University management is serving as a model in involving in PDP.	40	1.92	.636
University management have high expectations for teachers to accomplish in the PDP.	40	2.44	.779
University management is courageous and determined for teachers to be effective in their PD.	40	2.30	.687
Teachers have access to all the necessary resources in their involvement in PD efforts including time, money, expertise, and material.	40	1.75	.840
Higher university management motivates teachers to be engaged in the PDP.	40	2.14	.797
The organization considers PD as one component of the university's activities and supports teachers on the process of change through PD.	40	2.54	.679
The university tries to identify problems related to PD and solve them.	40	2.20	.732
Individuals in the PDP efforts have the necessary knowledge about the process of change i.e. the process of change takes time, persistence and the like.	40	2.81	.637
In the university good teaching is recognized and honoured.	40	2.20	.854
The university supports initiatives and experimentation on areas of PD and alleviate fear towards failure.	40	2.11	.643
Teachers are allowed to exercise their PD without any intrusion for their time, energy and attention.	40	2.50	.816
Weighted Mean and Std. Deviation	40	43.6	7.67

Valid N (listwise)	40		
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As it can be seen in Table 12, the weighted mean of the items (43.6) is lower than the expected scale mean (48). This is an indicator that the PST is not supported with an adequate amount by the university management. As it can be seen in the table, the means for two items related to the university management being a role model and on the resource support for PD are the lowest (1.92 and 1.75 respectively) of all the items included to measure management support and encouragement in the university. Moreover, the means of all items used to measure the encouragement and support of UM to the PST is below the expected mean.

#### 4.4.5. Accountability of Individuals for the PD Practice and Evaluation of the Efforts

In order to check whether teachers were made accountable for the PST they attended and on the evaluation of PST, 7 items were employed and their analysis is as follows.

*Table 13: Items on the accountability of individuals for the PST practice and evaluation of the efforts.*

Items	N	Mean	Std. Deviation
Teachers are accountable for their PD.	40	2.86	.836
The PDP is evaluated in the university.	40	2.50	.706
Evaluation on PD is conducted in different stages (like teacher change, student achievement).	40	2.67	.857
Evaluation on PD is conducted from various information sources.	40	2.52	.773
The evaluation of PD efforts is conducted at the time of the training and improvement on programmes is made.	40	2.50	.707
Evaluation of PD efforts is made at the end of the PD efforts.	40	2.46	.768
PDP efforts are evaluated in terms of student performance.	40	2.35	.726
Weighted Mean and Std. Deviation	40	17.85	3.22
Valid N (listwise)	40		

The weighted mean for the accountability of individuals involved in the PST effort and the evaluation of the PD programme is lower (17.85) than the expected mean for the variable to be considered adequate (21). This implies that individual teachers are not accountable for the PST and evaluation in the PD training at different levels is not conducted at an appropriate level or at least to fulfil the minimum requirement of evaluating PDPs.

#### 4.5. Effects of the Training to the Development of Instructors as Professionals

The items on the table below were prepared to assess the help that teachers gained after they were involved in the PDP provided by ADRC in the university.

*Table 14: Items on the effects of PST on teachers' professional role*

Items	N	Mean	Std. Deviation
The PDP helped me to enhance my understanding of the contents I teach.	40	3.20	.758
The PDP helped me to be effective in designing the lessons I teach.	40	3.22	.577
The PDP helped me to use active learning methodologies.	40	3.35	.622
The PDP helped me to address all students through using learning experiences suitable to all.	40	3.20	.608
The PDP helped me to use continuous assessment.	40	3.29	.693
The PDP helped me to enhance the use of instructional materials including technology in my classroom.	40	3.03	.832
The PDP helped me to have the ability of solving classroom related problems.	40	3.30	.687
The PDP helped me to manage students in the classroom effectively.	40	3.23	.768
The PDP helped me to have an understanding on how students learn.	40	3.38	.586
The PDP helped me to develop a positive attitude towards the issues learned in PDP contents	40	3.35	.580
The PDP helped me to understand that further PD is essential to grow as an effective teacher in the university.	40	3.65	.482
The PDP helped me to be reflective on my practice.	40	3.38	.586
The PDP helped me to work collaboratively with teachers in the	40	3.05	.749

university			
Weighted Mean and Std. Deviation	40	42.62	6.08
Valid N (listwise)	40		

Table 14 shows that the weighted mean for the effect of the PD training (42.61) is higher than the expected mean (39) of the scale. This is an indication that the PD training provided to teachers have a positive effect on teachers teaching practice, their attitude towards the need for PD and their work as a teacher in general.

*Table 15: ANOVA for the Effect of PST on teachers' professional role*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	208.522	8	26.065	.655	.726
Within Groups	1233.386	31	39.787		
Total	1441.908				

The one-way ANOVA used to see if there is any significant difference in the effects of PD on teachers' professional role among different schools/colleges/institutes indicate that there is no significant difference among the groups. Hence, it can be argued that the provided training does not resulted to have significantly different effect on teachers professional role.

#### **4.6. Prospects, Challenges and Recommended Improvements of the PST**

##### **4.6.1. Prospects of the PST**

According to key informant teachers the effort of the center to equip teachers with pedagogical skills is one thing to be appreciated since it helps all teachers acquire basic pedagogical knowledge. The provision of the training was reported to be great which is participatory and also the reading material was helpful for teachers even after they had completed attending the training. In addition, teachers reported that the PD training was

helpful in developing their knowledge, skills and teach their students appropriately through designing their instruction and following their students' performance. Moreover, they noted that the PD training helped teachers to be professionals and develop confidence on their teaching. They also commented that the development of teachers professionally will result in the overall improvement of the university work and job effectiveness.

Key informant training facilitators responded that the center with the pedagogical skills training is serving teachers to upgrade their knowledge of teaching learning and student evaluation even though the contribution is not up to the desired level. One of the trainers even commented that the trainees will have deep knowledge on the contents than those who learn them when they were students. Because, they are teaching at the time of the training and they have the concern.

Similarly, the top university management noted that the current work of the center in helping teachers acquire basic pedagogical knowledge can be mentioned as one prospect.

#### **4.6.2. Challenges for the PST**

The challenges for PD training in the university emanate from different sources. According to the ADRC coordinator, the fact that the university do not have PD policy is one challenge which creates complexities in the provision of the training. Agreeing on this, one key informant trainer added that not having policy document for staff development will leave the issue of PD no man's business starting from the top management to department heads and teachers. Moreover, the ADRC coordinator argued that the university management doesn't give the center members the authority to decide together with their responsibilities. He asserted that they have to either give the authority to decide or make decisions themselves about the center. The problem is they didn't do either of them.

In addition, he commented that when people with mandate change in the university, the whole structure of the center also changes. This have a negative impact on the activities of the center since the works that are started with one authority figure will stop while another is placed in the position.

Lack of support and encouragement on the part of the university management both to ADRC and to teacher trainees was also reported to be a main challenge for the PST in the university.

Teacher related challenges were also mentioned. They include: lack of responsibility and carelessness; lack of curiosity and commitment; lack of self initiation and understanding concerning PD are the notable ones. Moreover, the problem of considering teaching as their profession and a misunderstanding on what it means by continuous professional development and its importance were reported to be challenges that emanate from teachers.

Teachers also commented that ADRC has insufficient collaboration with different departments or schools in the university, and the organization of the center was also mentioned to be weak.

#### **4.6.3. Suggested Improvements**

##### **Suggestions by teachers**

Teachers suggested that they themselves must be responsible and be committed for their own PD; should develop interest both towards attending the training and implementing it; must understand and value the importance of PD; and should develop positive attitude towards the training.

They also commented that the university management should provide the necessary resources; motivate teachers to work with their colleagues; should follow the performance of teachers, record it and give incentives for model teachers; work cooperatively with teachers

and motivate them in their pd; communicate the responsibility of the staff regarding PD; and facilitate conducive environment for instructors to apply what they have learnt.

According to them the university management should also give attention to the center and the center's work; shall conduct evaluation of the PD programme and the center in general and try to improve it; should coordinate the work of the center with departments; and allocate the necessary resource for it.

With respect to the improvement needed by ADRC, teachers recommended that the trainers have to make the training interactive and has to acquire updated knowledge; the activities should be well planned and organized; the center has to conduct needs assessment to fulfil all teachers needs; make the training context specific; conduct performance evaluation of the programme; and provide trainings in a continuous manner.

### **Suggestions by ADRC Training Facilitators**

The facilitators believe that subject matter specific pedagogical skills training must be given for the trainees by preparing training materials accordingly and using capable trainers in the subject areas of teachers; the contents of the training has to be improved to include recent developments in the area; trainees must be coached for their implementation of the practice to check whether teachers are applying what they have learnt; promotion about the work of the center has to be done and the university management has to provide the necessary consideration for the center.

It is also commented that policy for PD must be written; awareness about the importance of PD must be created; and faculties/schools/institutes/colleges and departments under them, if there are any, must plan for their staff development and work collaboratively with the center.

**Suggestions by ADRC Coordinator**

The ADRC coordinator commented that policy must be written on PD in order to include it in the plans of the university at different levels; and to allocate appropriate resource for ADRC. He also recommended that the university management should follow the work of the center closely as per the written responsibilities on the ADRC master plan rather than only receiving plans and reports written by the center; and most importantly the university management should give the required attention to the center and strengthen its work.

**Suggestions by University Management (Department Head, Programme Manager, College Dean and Institute Director)**

They noted that the ADRC has to promote its work so that they can work collaboratively with the center and teachers have awareness about the importance of the center's work. They also suggested that the center has to follow multi-disciplinary approach in the provision of the PD training so that the needs of all teachers attending the training can be met.

## CHAPTER 5: DISCUSSION

This part discusses the major findings of the study by making inference from both qualitative and quantitative data presented in chapter 4. Moreover, relevant evidenced from literature are discussed in support of the findings of the study.

### 5.1. The Perceived Importance of Teacher Professional Development

The participants of the interview perceive the importance of TPD in a way that is promising for its practice in the university. The main importance of PD mentioned was its role in helping teachers acquire knowledge and skills relevant to their profession and as a result improve student learning and quality education in general. The importance attached to PD by the participants are in one way or another similar to the importance cited by different authors which states that PD helps to bring about changes in the beliefs, attitudes, and classroom practices of teachers with the ultimate goal being changes in student outcomes (Guskey in Vaughan 2002; and Villegas-Reimers, 2003).

The role of PD in increasing the teaching efficacy of teachers was reported by the participants. The idea of increased self efficacy in bringing teachers teaching effectiveness as a result of pupil control ideology is supported by research conducted on the area (Reda, 2005).

The other importance of PD reported by the participants that it makes teachers reflective practitioners was also underscored by scholars as one way of learning to develop professionally (King & Newmann; McLaughlin; Moore & Shaw; Retallick in Kwakman, 2003). Through reflection teachers can judge routines of their work and change them when necessary.

The perceived importance of PD by the participants is believed to be a factor for the effectiveness or ineffectiveness of PD practice. The participants' positive perception for TPD will result in their commitment to be engaged in PD efforts. Supporting this and stating it from a constructivist view on knowledge and learning, Candy (in Kwakman, 2003) argued that personal understandings and attitudes of individual learners are 'most important to address in PD efforts. This implies that in making PD efforts successful personal understanding of the individuals engaged in it plays a major role. The personal understanding of the participants was found to be positive and it is an indication that PD gains recognition by the individuals responsible and there will be a suitable condition for TPD practice in the university.

## **5.2. Instructors' Attitude towards PD as Their Professional Role**

The attitude of teachers on PD as their professional role when it was assessed with the use of a questionnaire was positive. This positive attitude affects teacher's involvement in PD efforts as well as its impact on their practice. This is supported by different authors.

Attitudinal development was mentioned by Evans (2002) as one constituent of TPD together with the functional development. According to her the attitudinal development is a process whereby teachers' attitudes to their work are modified. Hence, to bring changes in student engagement by using TPD the attitudinal development of teachers must be assured. The data revealed the attitudinal development of instructors with respect to PD as their professional role which is an indicator of the commendable step for TPD in the university.

Moreover, when talking about teacher change, different authors noted that change in attitude in one way or another has an impact on teachers practice. Spanneberg (2005) stated that changes in beliefs, ways of thinking, and classroom actions all come into play in the teacher-

change process. Hence, the positive attitude held by teachers concerning their professional role and responsibility can be in some way an assurance for teachers' effective involvement in their PD.

The data also revealed that there is no significant difference among teachers in the university with respect to their attitude towards PD as their professional role. This might be a result of the similar characteristics of participants; that is, all of them being with-out pre-service teacher education and have seen the importance of PD through their involvement in the PST.

### **5.3. Organization and Provision of PST and Teachers' Reaction**

On this part, the overall organization of the PST and teachers' reaction are discussed.

#### **5.3.1. Goal Setting, Planning, Carrying-Out and Reflecting On the Pedagogical Skills Training**

The goals set, plans, their implementation and reflection are discussed under this heading.

##### **5.3.1.1. Goal Setting and Planning For PST**

In the university's strategic document two objectives were written concerning staff development and strategies were also designed to achieve them. One of the strategies is staffing and equipping pedagogical resource center for its work of providing trainings and resources. But, according to the documents analyzed and the participants interviewed, the designed strategies were not put in to action in the university. For instance, there is no specific plan concerning the work of ADRC in the university's operational plan. Rather including it under overall staff development component and allocating unrevealed resource for the center's work.

There are no objectives and plans for the inclusion of staff in ADRC activities among departments/faculties/schools/colleges and institutes. This is an indicator of the less emphasis

given to the center's work by the university community in general. The fact that the ADRC was not clearly regarded on the university's plans will result in not achieving the strategic objectives which aim to use the center as one strategy. Moreover, it will have an adverse effect on the accomplishment of the center's objectives and plans for staff development, and the inclusion of teachers on the center's training, their follow-up and support provided to them by the university management.

Setting goals and planning for teachers PD as a way of clearly expressing expectations and direction on the part of the university management is essential at each level of work in the university as it is asserted by scholars (Loucks-Horsley et al., 1998) which is not the case in BDU. This is an indication of the partial recognition for the ADRC by the university management which is a major challenge in many teacher PD provisions as it was seen for instance on the research conducted in Arbaminch university (Anto,2006).

General and specific objectives are written on teacher PD by the ADRC itself. Annual plans to achieve those objectives are also prepared. But as it was revealed on the document analysis, the plan of the ADRC is not complete. It only considers the time when the training will be given, the number of participants expected, the trainers required, the resources needed and inclusion of implementation follow up for teachers after they finish attending the training. The plan doesn't take in to consideration the current context issues of the university. For instance, the materials for the training and the activities to use were designed by experts when the ADRC starts its functioning. It can be concluded that the work of the center is to follow the line that was established some 5 years before by EQUIP project.

Hence, it misses the most important elements of PD planning which play a crucial role in the effectiveness of the programme (Loucks-Horsley et al., 1998).

### 5.3.1.2. Carrying-Out the Plan

While carrying out the plan, the center notifies each department that there is training within the specified time. Teachers who are willing and who have time report to attend the training. It hires part time trainers and then the training is conducted.

A number of challenges were mentioned to prevent the effective implementation of the plan. The non existence of policy document concerning PD in the university was stated to be the main one which creates a great challenge for the center while implementing what it had planned. Policies for PD are helpful to guide, direct, or support professional learning activities. They do so through various broad instruments: mandates, inducements, capacity building, and allocation of authority (McDonnell & Elmore in Knapp, 2008).

Not having policy on PD results in not allocating free time for teachers to attend the training, inadequate provision of resources for the implementation and the nonexistence of conducive environment for the conduct of the training in general.

The fact that there is no scheduled time for PD in the university creates a difficulty on the ADRC's arrangement for its training with teachers and on teachers engagement on the training in addition to their teaching and other work loads. Different Scholars noted that time must be allotted for PD of teachers in schools so that it does not take teachers teaching time as well as their personal time (Rippon & Martin, 2006). Teachers need time both to make professional development an ongoing part of their work on a daily basis (Bush in Villegas-Reimers, 2003) and to see the results of their efforts (Dorph and Holtz in Villegas-Reimers, 2003). If it is not so, teachers cannot successfully involve in their own professional development as it is revealed in this study.

The scarcity of resources also limits the center's activity to achieve what it has planned. For instance, the center has planned to make implementation follow-up but because of resource

scarcity, it didn't. Moreover, the number of ADRC staff was reported to be small and the coordinator has to play different roles in the provision of the training and this have an impact on providing trainees with what is appropriate. This is in contrary to the suggestions of (Loucks-Horsley et al., 1998) which informs that the number of staff of PD efforts must be adequate so that PDP coordinators are free from so many responsibilities in order to ascertain their effectiveness in planning and exercising the PDP.

The availability of materials for PD is underlined by scholars as a basic requirement while working on PD efforts (Guskey, 2000). In the case of the PST in BDU this requirement was not met by the responsible party and is exerting a negative influence on the implementation of the PDP.

This gap in planning and implementation is partly a result of not knowing the amount of resources allocated for the center. As a result, the center plans on the areas on which it thinks important and implement them until it is denied access for resources.

In general, the center is not fully implementing what it had planned. It is working on only discussing the theoretical aspect of the training material rather than its practice because of the above mentioned reasons.

#### **5.3.1.3. Reflection on Practice**

As a form of evaluation, the ADRC receives comments at the end of the training in some aspects of the training provision but those comments were not considered while designing another training session fully.

The ADRC tried to notify some of the comments to the university management and only one comment which is related to extension of training time is considered to be included to the programme. Other than this no programme evaluation, or the impact of the programme on

teachers teaching performance, attitude and students learning is not done in the university. Evaluation of PD efforts is considered to be one of the main components of PD practice (Guskey, 2000; Loucks-Horsley et al., 1998). Guskey (2000) asserted that evaluation can help in choosing the right program, adapting it to a local context, and to fine tune the program once in use. This experience is not available for PDP provided by the university and as a result there is no way of assuring the effectiveness of the programme and making interventions to improve it.

### 5.3.2. Consideration of Teachers' Need on the Pedagogical Skills Training

The data from teachers revealed that there is inadequate consideration of teachers' need in the PD training. On the other hand, the coordinator of the training reported that needs assessment of teachers was made before deciding on the contents of the training though it is done on one college within the university. This gap in response may be a result of this limited coverage or the needs of teachers have changed after the needs assessment has been conducted.

The importance of considering teachers needs while working on PD is mentioned by different scholars. Bredeson; & Muijs, Day, Harris& Lindsay (in Lessing & Witt 2007) noted that effective CPD should firstly be aware of and address the specific needs of teachers. Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently (Anderson in Lessing & Witt, 2007).

Moreover, Borko and Putnam (in Vaughan, 2002) stressed that professional development should involve teachers in the identification of what they need to learn and in the development of the learning opportunity and /or the process to be used. If this is not the case, the effectiveness of the program will be in question.

All authors marked that consideration of teachers needs in TPD efforts as one crucial element which is not found in the PST.

### 5.3.3. Content, Process and Context of the Training

Both the interview and the data collected through the questionnaire showed that the content of the PD training considered to be appropriate for teachers who attended the training except its practicality and applicability to the university's context, its being traditional which have an impact on its applicability and its problem of addressing all teacher trainee needs. As a reason for the impracticality and inapplicability of the PST contents, class size, student characteristics, scarcity of resources, work load and classroom arrangement in general were mentioned.

A research by Kennedy (in Ingvarson, Meiers, & Beavis, 2005) indicates the importance of what teachers have the opportunity to learn during a professional development activity – this research suggests that the substance of what teachers learn is more important than the form or structure of the program. Moreover, in asserting the importance of addressing all teachers needs in PD efforts, Anderson (in Lessing & Witt, 2007) commented that programme of CPD must cater for teachers diversity so that the need of all participants can be met.

If the contents are not practical and applicable to the university's context, the whole effort of providing the PST becomes useless. Hence, appropriate steps including identifying the contents which are relevant and applicable should have been followed to assure the effectiveness of the PST.

The facilitators of the training as it was seen from the interview and the questionnaire data are not fully meeting the needs of the trainees. The trainers use the general principles of teaching and learning to communicate with the training participants both through the content and the

process of the training. Pointing on the ineffectiveness of using only this kind of approach, a study by Luft et al., revealed that the induction program with a focus on subject-specific pedagogy is more useful in supporting beginning teachers' learning as envisioned by the curriculum standards than are those with general pedagogy as the focus (Luft et al. in Wang, Odell, & Schwille, 2008).

Moreover, shortage of time for the training as it is mentioned by the trainers and the trainees can also have an impact in the utilization of different strategies to facilitate participant teachers learning. The impact of training time on the effectiveness of the PD training is reported by researches. For instance, in their research findings Ingvarson et al. (2005) noted that the duration of the training was related significantly to the reported level of content focus, active learning, collaboration and feedback. Hence, in order to include all important elements of effective training, the time must be long enough.

Even though the material of the training was prepared by a team of experts and used also by other PD programmes, it was reported that it is bulky and needs revision. Its bulkiness will exert a negative influence on teachers' willingness to use it at the time of the training and to refer it after they had completed attending the training.

There is no follow-up for the trainees after or during the training as it is declared by trainers, trainees and the ADRC coordinator. Trainings without follow-ups and feedback are not going to be effective and are worthless for trainees. Moreover, it would be wastage for the university if it doesn't assure the effective use of the training contents on the parts of the training participants. The reason behind as it is indicated by the ADRC coordinator is shortage of financial resource.

This lack of adequate follow-up and feedback can be seen in different directions. First, it can be said that the idea of the process of change which asserts that change takes time, change

requires persistence and the like may not be known with the responsible individuals or disregarded. Secondly, the responsible individuals of the PD effort consider the quantity of the training attendants rather than the quality of the PD training given as it is assumed by some trainees.

An intensive research by Joyce and Showers suggested that, depending upon the desired outcomes, training might include exploration of theory, demonstration or modelling of a skill, practice of the skill under simulated conditions, feedback about performance, and coaching in the workplace. Their research indicates that this combination of components is necessary if the outcome is skill development (Joyce and Showers in Sparks and Loucks-Horsely, 1989). Almost all of these components were reported to be missing on the training provided by ADRC in the university. The only thing that is being done is exploration of the theory. This will make the effectiveness of the PD effort partial.

The training doesn't facilitate collaborative work among teachers in the university. One of the variables used to measure the effectiveness of PD is its effort to make teachers work collaboratively. Hawley and Valli's review of research rates this feature as a critical component of effective professional learning programs (Hawley and Valli in Ingvarson et al., 2005). However, this component is missing in the PD training provided by ADRC.

From the data it can be inferred that the context of the training was not conducive. The context being not conducive to the participants of the training have a negative impact on the effectiveness of the PDP as it is stressed by different scholars. Guskey (2000) mentioned this variable as the one which is not taken seriously by many PDP designers but which have a great impact on the effectiveness of PDPs. The practice of PST shows this lack of attention for context related factors.

#### 5.3.4. Encouragement and Support of University Management for PST

In the university the support and encouragement of the university management for PD training and its practice is below the desired minimum requirement as it was revealed by the quantitative data. The qualitative data also revealed that teachers do not get the required support both at the time of the training and its implementation.

The support provided for teachers at the time of attending the training differs within departments; hence there is no consistency in the university.

The data also showed that the university culture in general is not supportive of teachers' involvement in their own PD. Moreover, the same lack of support problem is reported by the ADRC coordinator. Though the university management agreed on this problem, it was declared that there is nothing that can be done for the time being as scarcity of resources is a problem not only of the ADRC rather the university's.

As the encouragement and support of teacher PD by the university management is crucial to its effectiveness (Guskey, 2000) this should have been considered while working on PD efforts in the university to make the PD programmes effective. The importances of social as well as cultural support in PD efforts were stated by other scholars. According to Karasek & Theorell; and Leithwood et al. (in Kwakman, 2003) social support refers to the total amount of helpful social interaction of managers and colleagues that is available within the work context, as well as to instrumental and social-emotional aspects (Karasek & Theorell in Kwakman, 2003) and cultural support indicates the impact of the school culture as supportive factor in teachers' participation in professional learning activities. The underlying rationale is that the school has to provide an environment in which participation in professional learning activities is widely appreciated and therefore intentionally stimulated (Leithwood et al. in Kwakman, 2003).

Loucks-Horsely et al. (1998) also stressed the importance of rallying support for PD as one crucial element of organizational structure for PD.

### **5.3.5. Accountability of Individuals Involved in PD Efforts and Evaluation of PD Efforts**

As it is revealed by the interview that there was no way of making individual learners accountable for the training they attended. If they attend the training fully or to the required amount, they will get the certificate. And they might use the certificate for promotion or scholarship purposes as it was noted by teachers as well as department heads. Knapp (2008) noted the importance of considering how the participants of PD efforts will be held accountable for what they learn as one major area of decision to assure the impact of the PDP on the attendants. In the PST provided for teachers in BDU though, there is no mechanism to assure that and it is making the effort partial.

In addition to this, the general effectiveness of the programme and its impact on teacher change and student achievement is not checked at least to fulfil the minima in the university as it was revealed by the qualitative and quantitative data. The evaluation of the PDP on teachers' knowledge, practice and student outcome was underscored by scholars (Guskey and Sparks, 1996) as a major component of any PD effort. Though it is not considered in the PST provided to teachers in BDU.

### **5.4. Effect of PD Training**

Although the application of the PD contents as a result of different factors is hindered, according to the participant teachers of the interview, the PD training has an impact on teachers work and their attitude towards PD issues in the university. They noted that with the capacity they have to implement the contents, they are trying to practice what they have learnt in their classrooms.

Similar response was found from participants of the questionnaire indicating that the contents of the PD training have a positive impact on their practice and their orientation towards their work as professionals. As this is the main objective of the center it can be concluded that the targets of the training are met.

The effect is recognized by teachers in different departments in a similar manner. Hence, it can be asserted that all teachers from different departments benefited from the training.

This impact of PD on teachers' knowledge and practice was reported by different authors as a basic outcome of those efforts and which will result in improvement in student learning (Guskey and Sparks, 1996; and Guskey, 2000). The PST achieved the objectives in this respect.

## **5.5. Prospects and Challenges of Pedagogical Skills Training**

### **5.5.1. Prospects for PST**

As one prospect, the PST helped teachers to develop their knowledge, skills, teaching competence and their self efficacy with the use of training materials and participatory activities. These are the areas that teachers were affected after their involvement on the PST. Even with the existing challenging conditions, teachers of the university are developing professionally through the PST.

The other prospect mentioned was the importance of the ADRC in bringing quality education to the university. This is one of the targets of many PDPs. All PDPs work to develop teachers professionally as a result improvement in student learning and the effectiveness of the educational organization and the country's education in general.

### 5.5.2. Challenges for PST

There is no policy to support PD in the university and standards to guide teachers' involvement in PDP. The documents consulted also showed that there are no specific objectives written for teacher PD training as well as strategies to address them in the annual plan of the university. Departments also do not set goals for PST and plan accordingly. They rather notify teachers to be certified to have a promotion which made teachers attend the training and receive certificates rather than work to improve their professional competence.

It was revealed that there is no management body that makes decisions concerning PST issues in the university and the center staffs are not also given the responsibility to do so. This challenge is a result of not having PD policy that could have guided and directed the activities of PD efforts more specifically the allocation of authority in this case. Moreover, change of authority figures responsible for the ADRC's work from time to time was also found to be a challenge for the work of the center since the center is required to restructure itself with the ideas of the newly appointed individual let alone finishing what it has planned in an effective manner. Wossenu (2009) also mentioned the problem of the interaction between the university management and the ADRC in his research as a challenge for ADRCs' effectiveness in the Ethiopian higher education institutions.

The main challenge of PD efforts as mentioned by all participants of the training is lack of adequate resources for the effective implementation of the center's activities as well as for the practice of the contents learnt by teachers in their classrooms. This scarcity of resource is a common hindrance of most PD programmes. And its effect was noted in different researches (Anto, 2006; & Minale, 2006) done on the area.

In addition, teachers' willingness, commitment, initiative and curiosity to attend and complete the PST training were also reported to be a challenge for the PD effort in the

university. This problem may be a result of the inconvenience teachers' face while attending or planning to attend the training, not knowing what CPD and its importance is, or the fact that many teachers do not consider themselves as teachers. But, it is a challenge and creates high amount of wastage on the ADRC's resources.

The other challenge mentioned was lack of collaborative work by ADRC with different departments or schools within the university. Since the center is established to facilitate the PD of teachers in the university, it has to entertain the needs of all teachers in the university. In order to do so, the center must work in collaboration with other units in the university. The organization of ADRC in general was reported to be weak.

## CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 6.1. Summary

The purpose of this study was to explore the practice, prospect and challenges of teacher professional development in Ethiopian higher education institution with particular reference to Bahir Dar University. To this end, mixed methods design was employed. From the mixed methods, concurrent nested strategy was used and both qualitative and quantitative data were collected concurrently. Semi structured interview guides were employed to collect data from 14 participants including 5 teacher trainees, 3 training facilitators, 1 ADRC coordinator, 1 department head, 1 course manager, 1 college dean, 1 institute director and 1 top university management by selecting them purposively to be participants of the interview. Different documents including strategic plan of BDU, master plan of ADRC, and other important documents revealing the practice of PST in the university were also analyzed in support of the interviews held.

Forty teachers out of 124 who attended the training participated by filling in the questionnaire. To select those participants availability sampling was used. The questionnaire which has both open and close-ended items was administered for teachers. Pilot test was carried out before the main data were collected and Cronbach's alpha item reliability statistics showed the reliability of the questionnaire to be 0.967. Hence, with slight modification on some items, all items were retained in the main questionnaire.

All teacher participants were attendants of the training from the year 2000-2002 EC who are from the 9 schools/colleges/institutes. This is because, the training given before 2000 EC was one week intensive training but starting from 2000 the contact hour became 50 and the lifespan is also extended for two and a half months. Moreover, as a result of the former training which was given before 2000 EC being intensive, teachers might not remember all

aspects of the training. In addition, the groups of teachers who attended the training before and after 2000 EC are different.

The data collected through interview, documents and open-ended items of the questionnaire were coded based on the themes identified and the research questions first and analyzed qualitatively. Direct quotes were used when it was necessary to hold the views of the participants as they reflect it. Quantitative data collected through close-ended items of the questionnaire were entered in to Statistical Package for Social Sciences (SPSS) first and descriptive statistics (mean, weighted mean and standard deviation) were calculated for the items. One-Way ANOVA was also employed to see if there is any significant difference among the means of teacher trainees in the 9 schools/institutes/colleges on their professional attitude towards PD and the effect of the PST on their professional roles. The qualitative and quantitative data were mixed in the analysis part of the study.

The findings of the study revealed that teachers professional attitude towards their role as teachers and the responsibility that go with it was found to be positive. Moreover, the attitude was not found to be significantly different across different schools/ colleges/ institutes.

The perceived importance of PD by teachers and UM is in line with the defined importance of PD by different scholars in the field of professional development. They mention the importance from different perspectives including teachers, students and quality of education.

There are no written objectives and plans for PST at the university or other levels of management. Objectives for PST are written by ADRC and plan to achieve them accordingly.

ADRC prepares annual plans but considers some factors only. Needs assessment that was done before 5 years is still used to identify the needs of teachers and no current trends and contexts are analyzed at the time of planning.

The implementation of the PST is with lots of difficulties. Those difficulties arise from different factors related to the encouragement and support of the UM in general. Hence, not all the things that were included in the plan were implemented.

No evaluations, either formative or summative at different stages of change were made ever since the center started its work. Needs assessment which was aimed to be used as a baseline assessment was done before 5 years. But no implementation follow-up was done as a result of scarcity of resources. As a form of evaluation teacher trainees always fill forms regarding the strong sides, the things that needed improvement and possible suggestions at the end of each PST. But, only one of the comments is incorporated ever since.

Teachers reported that there was no consideration for teachers' needs in the PST by ADRC.

Contents of PST were found to be relevant to teachers who attend the training. But, there is doubt on their practicality and applicability as a result of different context factors. In the process of the training the ability of the training facilitators was reported to be questionable in meeting the needs of all teachers. All constituents of effective training like feedback about performance were not included in the process of the training provision rather teachers only explore theory. The process doesn't facilitate collaborative work among teachers. On top of this the context of the training was reported to be not conducive for participants who were attending the training.

Even though the UM have the required perception on the importance of PD, the overall support and encouragement it provided for PST was reported to be below the desired level. Management support for teachers at the time of the training is inconsistent among different departments. Support in the form of different resources as mentioned to be crucial for the accomplishment of the PST is reported to be almost none. The university culture in general was reported to be not supportive of TPD.

There is no one who makes teachers accountable for the PST they took.

The effect of the training on teachers' professional role was found to be high. There is no significant difference among teachers in different schools/colleges/ institutes on the effect of the PST on their role as a teacher.

It was found that the training was prospective for teachers to develop knowledge, skill, teaching competence and their self efficacy. As a result, it is bringing quality education in the university as well as throughout the country in general.

A number of challenges were found to hinder the effective implementation of the PST. They include: no written policy for PD in the university, no goal and plans for PD at different levels in the university, scarcity of resources and no collaboration of ADRC with different departments in the university. It was also found that there are teacher related challenged for PST like lack of commitment, curiosity, responsible feeling and self initiation to the PST; not considering themselves as teachers; and not knowing what it means by TPD and its importance.

Suggestions were made for the improvement of the programme which points on different parties involved in the training.

## **6.2. Conclusions**

Based on the findings of the study, the following conclusions were reached.

The attitude of all teachers toward PD as their professional role is promising for their involvement in PD efforts. The university community recognize that PD is essential component of teachers' work if the university is expected to meet its aims effectively and efficiently.

The PST is contributing to teachers' professional development. But, multiple challenges are hindering its performance. Generally, the overall organization and provision of PST does not reflect almost all characteristics of effective professional development. Irrespective of this inadequacy, teachers positively perceive the effect of the PST on their professional role.

## **6.3. Recommendations**

For the identified challenges through the study, the following recommendations are forwarded.

1. UM at different level has to set goals and write objectives for PST so that the programme gets the required attention and support.
2. The ADRC has to consider the actual working environment of teachers and their needs while setting goals and planning to achieve them. Moreover, it has to design the three important variables of any PD effort (content, process and context) to the extent that they will address the needs of all teacher trainees of the PST and to the achievement of the PD objectives.
3. The top UM has to support the work of ADRC at the different stages of the PDP.
4. The ADRC has to include evaluation as one component of the process of the PST.

5. The UM has to encourage and support teachers through providing suitable conditions for their engagement in the PST and its implementation for teachers in every department in a similar manner. Moreover, the UM has to provide teachers with the necessary resources for their PD and encourage them by being a model and by recognizing their success.
6. Mechanisms like following up teachers implementation of the knowledge, skills and attitude acquired through the PST has to be designed by ADRC and the UM to make teachers accountable for their involvement and implementation of the PST.
7. Policy has to be written for PD in the university to guide the overall activity of PDPs in general and the PST in particular.
8. The UM has to give enough attention and has to fulfil its role as written on the master plan in following the work of the center, evaluate its performance and to improve it. Moreover, it has to play its role of connecting all schools/colleges/institutes with the ADRC so that they could utilize the center effectively.
9. In order to change the teachers' lack of commitment; curiosity; responsibility on their own PD; and inconsideration of themselves as teachers and their views on the importance of PD in general, the university has to provide access to teachers' involvement in different and continuous PDPs and allow them to observe the change resulted. Moreover, after fulfilling the necessary conditions like involving teachers in decisions on their own PD, their involvement has to be established as one professional role within the university.
10. Awareness must be created on the importance of TPD among UM at different levels.
11. Researches have to be conducted on whether there is improvement of teachers' knowledge and skills as a result of the PDP attended and on the organizational structure of the university in supporting the PDPs and how to improve the situation.

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## APPENDICES

### Appendix 1: Survey Questionnaire on Pedagogical Skills Training (PST) of BDU Instructors

*Addis Ababa University*

*Institute of Educational Research*

*MA programme in Educational Research and Development*

*Addis Ababa*

Dear respondent:

I am currently conducting a research on the practice of teacher professional development (PD) at Bahir Dar University. The aim of the study is to assess the current PD practices, mainly the pedagogical skills training related activities of ADRC (Academic Development and Resource Center) in the university. The main purpose of this questionnaire is, therefore, to gather information which helps to examine the present practices of PD provided by ADRC and explore factors contributing to the existing status. Your response to each item in the questionnaire is so valuable and entirely determines the success of the study. Hence, you are kindly requested to read the directions and corresponding items of each section and respond accordingly. Please be sure that your responses remain confidential and used only for academic purpose.

Thank you in advance for your valuable time and thoughtful responses in completing this questionnaire!

Sincerely yours,

Wubnesh Shiferaw

M.A student in Educational Research and Development

#### **Part I- Background Information**

*Please provide your personal information on the following items.*

- 1.1. Sex \_\_\_\_\_
- 1.2. School/college/institute at BDU \_\_\_\_\_
- 1.3. Field of study
  - Certificate \_\_\_\_\_
  - Diploma \_\_\_\_\_
  - Bachelor \_\_\_\_\_
  - Masters \_\_\_\_\_
  - Doctorate \_\_\_\_\_

1.5. Experience as a teacher (instructor) at BDU \_\_\_\_\_ year(s)

1.6. Year of your involvement in PD provided by ADRC

\_\_\_\_\_ EC or \_\_\_\_\_ GC.

## Part II- Professional Development Information

*For your information,*

*Teacher professional development* is a planned activity or process designed to promote professional as well as subject matter knowledge, skills and attitudes of teachers so as to ultimately improve student learning. Professional development can take place in one or more of the following forms: (1) attending training and workshops, (2) observing other teachers and being observed by others, (3) participating in curriculum revision and development activities, (4) coaching peers (colleagues) and being coached by others --assisting less experienced teachers and being assisted by more experienced teachers, (5) making inquiry (action research) and (6) other instructional activities individually or collaboratively with other teachers, (7) making personal readings to widen one's professional or subject matter knowledge and practices.

\* PD refers to Professional Development.

\* PDP refers to Professional Development Programme

\* ADRC refers to Academic Development and Resource Center

\* PST refers to Pedagogical Skills Training

## Part III- Rating Items

3.1. The following statements on table 1 are related to the **attitudes teachers may have** towards PD. Indicate the degree of your dis/agreement to the statements written on PD by using numbers 1-4, (representing 1-Strongly Disagree, 2-Disagree, 3-Agree, and 4 -Strongly Agree).

No.	Attitude towards PD	1	2	3	4
a.	PD is one of the responsibilities teachers must have in the institution.				
b.	PD is for teachers who are not competent in professional skills and knowledge.				
c.	PD improves the knowledge, skills and practice of teachers in the institution.				

d.	PD helps teachers to be confident on their work.				
e.	Exposing oneself is one of the things which make involvement in PD difficult.				
f.	PD puts unnecessary workload on teachers.				
g.	PD hinders teachers from being autonomous in their work.				
h.	PD helps to improve student performance.				
i.	PDPs should not be limited to subject matter knowledge development only.				
j.	PDPs are not necessary for those trained in teacher education programmes.				
k.	Teachers can be leaders of their own PD.				

3.2. In table 2 below indicate the degree of your dis/agreement on the statements written on the **organization and provision** of PDP by ADRC and the **encouragement and support of the university management** to the PDP practice by rating from 1-4 (representing 1-Strongly Disagree, 2-Disagree, 3- Agree, and 4- Strongly Agree).

No.	Statements on the organization of PD in BDU	1	2	3	4
3.2.1.	The statements to follow are about the consideration of teachers and students needs in the ADRC's PDP efforts.				
a.	PDP is designed to help teachers improve student learning.				
b.	PDPs consider teachers PD need with respect to the service year they have.				
c.	The PDP recognizes PD as a continuous process and teachers are getting ongoing support.				
d.	There is no imposition by the university management for teachers' involvement in the PDP.				
e.	In the PDP careful analysis of teachers' professional status was made.				
3.2.2.	The statements to follow are about the content, process and context of PDP offered by ADRC of the university.				
a.	The contents of the PDP are relevant to the needs of teachers				
b.	PDP content is practice oriented.				

c.	The content of the PDP is difficult to understand.				
d.	As far as I know involvement in PDP is a waste of time.				
e.	The content of PDP is applicable in the context of the university.				
f.	The PDP contents entertain professional standards expected of teachers in the university.				
g.	PDP facilitators are with the required capabilities.				
h.	The aims and objectives of PD are clear.				
i.	PD strategies employed are appropriate to facilitate teachers learning				
j.	The activities of PDP are carefully planned and well organized.				
k.	PDP facilitators apply the approaches they preach.				
l.	Activities of PD allow teachers to have personal planning and reflection.				
m.	Activities of PD allow teachers to work with colleagues.				
n.	Activities of PD allow teachers to explore practical application of the content.				
o.	Different types of PD models are used to enhance understanding on certain content.				
p.	Facilitators follow-up PD practice.				
q.	The place where the PDP are held is conducive to learning.				
r.	There is adequate provision of refreshments while engaging in the PDP.				
s.	The PDP run in a place that is convenient to teachers.				
t.	There are adequately organized resource rooms for teachers involving in the PDP.				
3.2.3.	The following statements are on the encouragement and support of the university management to PDP for teachers which is provided by ADRC.				
a.	There is equal access for all teachers to be involved in the PDP in the university.				

b.	The university provide enough opportunities for teachers to involve in PD.				
c.	Teachers are involved in decision making about the PDP in the university.				
d.	The PDP in the university encourage teachers to be leaders of their own PD.				
e.	The university creates conditions for teachers to work collaboratively.				
f.	PDP are appropriate for the context of the university.				
g.	Teachers in the university have autonomy to work in ways they think are helpful to their students.				
h.	University management is serving as a model in involving in PDP.				
i.	University management have high expectations for teacher to accomplish in the PDP.				
j.	University management is courageous and determined for teachers to be effective in their PD.				
k.	Teachers have access to all the necessary resources in their involvement in PD efforts including time, money, expertise, and material.				
l.	Higher university management motivates teachers to be engaged in the PDP.				
m.	The organization considers PD as one component of the university's activities and supports teachers on the process of change through PD.				
n.	The university tries to identify problems related to PD and solve them.				
o.	Individuals in the PDP efforts have the necessary knowledge about the process of change i.e. the process of change takes time, persistence and the like.				
p.	In the university good teaching is recognized and honoured.				
q.	The university supports initiatives and experimentation on areas of PD and alleviate fear towards failure.				
r.	Teachers are allowed to exercise their PD without any intrusion for their time, energy and attention.				
3.2.4.	The statements to follow are about the accountability of individuals involved in PDPs of ADRC and the efforts of evaluating them.				
a.	Teachers are accountable for their PD.				
b.	The PDP is evaluated in the university.				

c.	Evaluation on PD is conducted in different stages (like teacher change, student achievement).				
d.	Evaluation on PD is conducted from various information sources.				
e.	The evaluation of PD efforts is conducted in a formative way and improvement on programmes is made.				
f.	Evaluation of PD efforts is only made at the end of the PD efforts.				
g.	PDP efforts are evaluated in terms of student performance.				

3.3. On the statements below in table 3 show your degree of dis/agreement to the statements written on the **effects of PDP** provided by the ADRC in your development as a professional teacher by rating them from 1-4 (representing 1- Strongly disagree, 2-Disagree, 3- Agree, and 4- Strongly Agree).

No.	The PDP helped me to	1	2	3	4
a.	Enhance my understanding of the contents I teach.				
b.	Be effective in designing the lessons I teach.				
c.	Use active learning methodologies.				
d.	Address all students through using learning experiences suitable to all.				
e.	Use continuous assessment.				
f.	Enhance the use of instructional materials including technology in my classroom.				
g.	Have the ability of solving classroom related problems.				
h.	Manage students in the classroom effectively.				
i.	Have an understanding on how students learn.				
j.	Develop a positive attitude towards the issues learned in PDP contents				
k.	Understand that further PD is essential to grow as an effective teacher in the university.				
l.	Be reflective on my practice.				
m.	Work collaboratively with teachers in the university				

**Part IV: Open-ended Items**

4.1. What are the challenges for the practice of teacher professional development that is provided by ADRC in the university?

Teacher related

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Organization related

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ADRC related

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4.2. What are the prospects for the practice of teacher professional development provided by ADRC in the university?

Teacher related

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Organization related

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4.3. What improvements can you suggest in order to exercise professional development provided by ADRC up to the desired level?

- By instructors

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- By management

- Department heads, college or school deans and institute director

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- Academic vice president

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- By academic development and resource center (ADRC)

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Thank you!

**Appendix 2: Interview Guide for instructors**

1. What do you think are the importance of PD?
2. To what extent does the PST helped you achieve those importance while considering relevance and applicability of its contents, the effectiveness of the process and the context in which the training was conducted?
3. How does the university management support you in your involvement in and implementation of the PST?
4. What prospects do you see about the PST provided by ADRC in the university?
5. What challenges can you mention about the overall practice of PST in the university?
6. What are the things that you can suggest for the improvement of the PST?

**Appendix 3: Interview Guide for University Management**

1. How do you see the importance of PD?
2. Are there goals and plans for teachers' involvement in the PST provided by ADRC in the university? If there are, how do you accomplish them?
3. How do you encourage and support teachers in their involvement on the PST and its implementation?
4. To what extent is your office collaboratively works with ADRC in its provision of the PST?
5. How do you support ADRC in its provision of the PST to teachers?
6. What prospects and challenges can you mention about the PST in the university?
7. What suggestions can you make to improve the work of the center?

**Appendix 4: Interview Guide for ADRC Coordinator**

1. How do you set goals for the PST, plan, implement the plans, evaluate them and make interventions? To what extent are you achieving the goals that you set for the PST?
2. How do you communicate with the top university management and with managers at different levels? How does the top university management support you?
3. What challenges and prospect can you mention on the overall provision of the PST by ADRC?
4. What improvements can you suggest for the effective provision of the PST to teachers?

**Appendix 5: Interview Guide for Pedagogical Skills Training Facilitators**

1. How do you see the contribution of the PST in teachers' professional development and improvement in student achievement in general?
2. To what extent do you think that the PST meets the needs of teacher trainees?
3. What challenges can you mention on the overall organization and provision of the PST?
4. What can you suggest to improve the overall organization and provision of PST in the university?

### Appendix 6: Cronbach's Alpha Reliability Statistics

Cronbach's Alpha	N of Items
.967	74

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item1.1	222.40	1427.378	.090	.967
Item1.2	222.70	1396.900	.378	.967
Item1.3	222.80	1405.289	.378	.967
Item1.4	222.50	1413.611	.281	.967
Item1.5	223.40	1470.933	-.645	.969
Item1.6	223.60	1432.267	-.034	.968
Item1.7	222.90	1425.211	.070	.968
Item1.8	222.70	1428.900	.050	.967
Item1.9	222.90	1414.544	.335	.967
Item1.10	223.80	1463.067	-.396	.969
Item1.11	222.70	1418.678	.235	.967
Item2.1	224.20	1377.289	.730	.966
Item2.2	223.20	1390.622	.754	.966
Item2.3	223.00	1383.111	.769	.966
Item2.4	223.10	1378.767	.821	.966
Item2.5	222.90	1394.767	.756	.966
Item2.6	223.70	1368.678	.879	.966
Item2.7	223.20	1379.511	.699	.966
Item2.8	222.90	1363.433	.871	.966
Item2.9	222.80	1395.067	.640	.966
Item2.10	223.10	1399.433	.592	.966
Item2.11	223.30	1366.456	.796	.966
Item2.12	222.90	1394.767	.756	.966
Item2.13	223.10	1399.433	.592	.966
Item3.1.1	223.40	1372.489	.818	.966
Item3.1.2	224.50	1372.056	.996	.966

Item3.1.3	224.10	1360.989	.732	.966
Item3.1.4	224.40	1374.267	.707	.966
Item3.1.5	224.50	1372.278	.752	.966
Item3.2.1	223.50	1370.278	.779	.966
Item3.2.2	223.70	1382.233	.682	.966
Item3.2.3	223.20	1388.844	.653	.966
Item3.2.4	223.00	1389.333	.575	.966
Item3.2.5	223.60	1418.267	.113	.968
Item3.2.6	223.80	1375.067	.744	.966
Item3.2.7	224.20	1366.622	.790	.966
Item3.2.8	223.50	1389.611	.522	.967
Item3.2.9	223.80	1344.400	.969	.965
Item3.2.10	223.80	1344.400	.969	.965
Item3.2.11	224.00	1382.667	.544	.966
Item3.2.12	223.30	1387.789	.675	.966
Item3.2.13	223.30	1398.233	.507	.967
Item3.2.14	223.90	1343.211	.956	.965
Item3.2.15	223.80	1344.400	.969	.965
Item3.2.16	223.90	1352.322	.926	.965
Item3.2.17	224.00	1372.000	.670	.966
Item3.2.18	224.30	1401.122	.460	.967
Item3.2.19	224.10	1411.878	.483	.967
Item3.2.20	224.40	1418.711	.231	.967
Item3.3.1	223.50	1448.944	-.270	.968
Item3.3.2	223.60	1467.156	-.444	.969
Item3.3.3	224.40	1444.933	-.174	.969
Item3.3.4	224.30	1355.567	.937	.965
Item3.3.5	223.80	1454.622	-.297	.969
Item3.3.6	223.90	1372.322	.752	.966
Item3.3.7	224.00	1360.667	.805	.966
Item3.3.8	224.70	1367.789	.795	.966
Item3.3.9	223.90	1397.433	.475	.967
Item3.3.10	224.30	1375.122	.765	.966
Item3.3.11	224.30	1377.344	.844	.966
Item3.3.12	224.30	1388.678	.660	.966
Item3.3.13	223.60	1424.933	.097	.967

Item3.3.14	224.60	1391.378	.708	.966
Item3.3.15	223.50	1379.389	.742	.966
Item3.3.16	224.40	1420.711	.130	.967
Item3.3.17	224.10	1415.211	.203	.967
Item3.3.18	224.00	1390.222	.562	.966
Item3.4.1	223.40	1418.933	.182	.967
Item3.4.2	223.50	1416.500	.232	.967
Item3.4.3	223.80	1384.400	.615	.966
Item3.4.4	223.90	1362.989	.877	.966
Item3.4.5	223.70	1366.233	.915	.966
Item3.4.6	223.80	1385.289	.603	.966
Item3.4.7	224.00	1402.444	.450	.967

## Declaration

The thesis, my original work, has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged.

Wubnesh Shiferaw Wubnesh Shiferaw 18/06/2010  
Signature Date

Approved by

Aytaged Sisay Aytaged Sisay 18/06/2010  
Advisor Signature Date

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