

**HIGHER DIPLOMA PROGRAM FOR  
TEACHER EDUCATORS: IMPACT AND PRACTICE  
AT GONDAR COLLEGE OF TEACHERS' EDUCATION**

**A Thesis Submitted to the School of Graduate Studies of  
Addis Ababa University in Partial Fulfillment of the  
Requirements for the Degree of Master of Arts in  
Curriculum and Instruction**

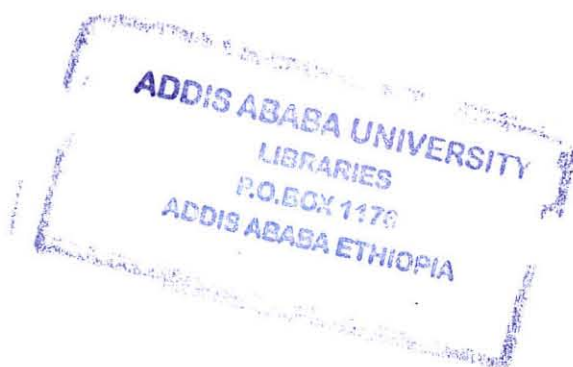
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***JULY 2008***  
**ADDIS ABABA**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

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## **Acronyms and Abbreviations**

AAU- Addis Ababa University

AED- Academy for Educational Development

CPD- Continuous Professional Development

FGD- Focus Group Discussion

GCTE- Gondar College of Teachers' Education

HDL- Higher Diploma Leader

HDP- Higher Diploma Program

HDTs-Higher Diploma Tutors

HEIs- Higher Education Institutions

MOE- Ministry of Education

TEIs- Teacher Education Institutions

TESO-Teacher Education System Overhaul

TPD- Teachers' Professional Development

UN- United Nations

UNESCO- United Nations Educational, Scientific and Cultural Organization

VAD- Vice Academic Dean

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## **ABSTRACT**

*Changing expectations about the quality of education occur in every society at unexpected rate. In this aspect, professional development programs for teacher educators have always been essentially important where HDP is one. It was the main objective of this study to investigate the impact of HDP on teacher educators' teaching performances at Gondar College of Teachers' Education. The study employed both qualitative and quantitative data using case study method which was designed to answer the research questions raised. The research participants were teacher educators, HDL, HDTs, Department Heads, the VAD and students. In order to collect data from the participants, questionnaires, interview, FGD, and classroom observation were used employed. The data obtained were analyzed and interpreted. The results of the analysis showed that a considerable number of teacher educators have positive attitude towards the HDP training and they have been trying to be benefited from the program. However, the components of HDP were not fully practiced yet as expected for a number of reasons. It was then concluded that the prevailing practice of the components of HDP was poor. In addition to this, the trend of using the lecture method frequently and assessing students based on examinations as mere modes of teaching and assessment were emphasized at the college. To overcome this, it was suggested that the actual context of the college and its influence on the teaching -learning process should be given due attention.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Teacher education is the core of any educational system. Particularly in developing countries where we have scarcity of teaching and learning materials, the role of the teacher is significantly high. Teachers are regarded as sources of knowledge and engines of change. They are seen as models for students in many aspects. How teacher education programs and curriculum are designed, planned and implemented is decisive in the type of teachers we produce (Gebre Egziabher, 2006:16).

Similar to this idea, the Teacher Education System Overhaul document (MOE, 2003:7) explained that education is at the core of national development; it must be a source of great concern that teacher educators exist at the very core of educational development. The teacher educators should form the vanguard or spearhead of educational initiatives and innovation but at present that is far being the case. Actions to professionalize the teacher educators are therefore vital.

That is why if a country wants to improve the quality of its education, it should primarily improve teachers' teaching capacity by providing different professional development courses. Educationists and material writers who are working hard to improve the quality of education at different levels should consider teachers' need for professional development.

Educational reform plans which do not include teachers and their professional development could not be successful. In addition, educational reform policies that have not embedded TPD in one form or another could not achieve their goals. Because, as mentioned earlier, teachers are those who stand at the center of the whole process, hence, what is more important is the implementation of reforms made. If reform plans are not properly put in to

practice, the desired goal would not be attained only by reforming plans. In line to this view, Kotasek (1975:131) explains:

*It is only through teacher training programs which scientific ideas and discoveries at the highest possible level will be able to exert an effective influence on the substructure of the school system and education. As long as the teacher training institutions remain incapable of doing this for reasons lying in the methods, this objective will remain in project form for the short or long term.*

It also appears that neither initial training nor teaching experiences by themselves guarantee the effectiveness of teacher educators in their teaching performances. In regard to this, Wajnryb (1992:25) added that because teachers are experienced they may not necessarily remember or understand the process of becoming a teacher.

This implies that teachers should attend professional development programs for better teaching and improve the quality of education. In addition, teaching is a complex and exceptionally demanding profession. To handle it successfully, teachers have to develop their profession continually in order to become effective professionals who work to avoid professional atrophy and improve the quality of education.

Currently, the idea of TPD has become a dominant issue in teacher education because of the dynamic nature of education and social changes. As a result, sensitizing programs are very much required in Ethiopia where most teacher educators have had little or no effective professional development training after assignment. In addition, there are teachers who only follow set routines, based on tradition, habit, institutional norms and expectations. They tend to be rigid and unresponsive, although they may be reasonably effective in covering the syllabus and preparing students for examination (HDP handbook, 2004:53). Therefore, TPD programs like the HDP become essential to promote teacher educators' professional competence and improve the quality of education.

From the above arguments, it is clear that teachers have to develop personally and professionally. Ethiopia has reformed its education and training policy in order to improve the deteriorating quality of education in the country and making efforts to cope with the current technological advancements (MOE, 2002:13).

To improve the quality of education and achieve the desired educational goals, the Ministry of Education organized a task force to study the cause (s) of the problem and to recommend ways of improving it. The report of the study and its recommendations for action emphatically stated a desperate need for TPD through short and long term training programs. Based on the recommendations, the Higher Diploma Program (HDP) was started in October 2003 to meet the identified needs of teacher educators and support the implementation of the TESO program as part of continuous professional development programs (HDP handbook, 2004:5). The program is potentially thought of as an essential part of professionlization for all existing teacher educators designed to improve the quality of education through equipping them.

Accordingly, the main objectives of the HDP are, to equip teacher educators with knowledge and skills to enable them exercise different teacher development activities, active learning methods, continuous assessment and action research. Therefore, conducting a study on the program for further understanding of the impact of HDP on teacher educators' practices is timely and essential.

## **1.2 Statement of the Problem**

The purpose of this study was to explore the impact of HDP on the practices of teacher educators at Gondar college of Teachers' Education as one of the professional development programs designed for teacher educators.

Professional development offers a great deal of personal fulfillment and enables teachers to build higher levels of expertise if it is undertaken in a sustained way with like-minded colleagues when mutual support and critical friendship are easily available (Pollard, 2005:18). Similarly, (Villegas- Reimers, 2003:19) has stated that professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom, especially considering that a significant number of teachers throughout the world are under -prepared for their profession.

The HDP, based on the idea of reflective practice, is believed to bring significant changes in teacher education in Ethiopia as it is the part of overhauling the system. It provides teacher educators with a practical program to support their development as effective teachers and reflective practitioners with enhanced professional status, able to model active learning and continuous assessment, manage change and make a difference in the education system (HDP Handbook, 2004:5). However, the literature available questions the way such kinds of course of professional development are offered and the attitudes of those concerned which could affect the attainment of the objectives. For instance, Bell (1991) cited in Robinson (2002:15) stated that course based models of professional development may be too theoretical, it may not have practical application in the classroom, it may be based on the choices of the provider, and may ignore teachers' expertise. Guskey (1988:25) has also indicated that although many professional development programs provided for college instructors focused on improving practice, they seem to have low impact and were not regarded highly by the faculty members who had been participants. This indicates that even well-organized programs may not be welcomed by participants and may result in low impact on their further performance.

For example, Yalaw (2006:210) in his study on "The Need for Continuing Professional Development (CPD) of Professionals in Higher Education: A Comparative Case Study of AAU and St. Mary's University College" found that

though HDP tends to be popular today, the training lacks practical, pedagogical, philosophical and methodological heads that would have firm guarantee for higher professional training. In addition, from the researcher's experiences, there is a gap between what is expected from the teacher educators as a result of the HDP training and their actual practices in the classroom. Moreover, many teacher educators argue that the HDP is full of repetitions and impractical in the actual classroom conditions. In addition, they stated that the HDP training is not different from their pr-service training. Therefore, the purpose of this study was to explore the attitude of teacher educators towards HDP, the impact of HDP on teacher educators' teaching performances and the practices of HDP components at GCTE.

Hence, to attain the objective, the following research questions were raised.

1. What is the attitude of teacher educators towards HDP?
2. Does HDP training have an impact on teacher educators' practice?
3. How do teacher educators practice the components of HDP?
4. What are the major factors that affect the practice of the components of HDP?

### **1.3 Significance of the Study**

The results of this study will have the following significances:

1. Higher Diploma leaders, tutors, coordinators and the college community at large can have clear understanding about HDP and how it is put in to effect.
2. Policy makers, officials and researchers can have knowledge and clear idea about teachers' professional development to make possible improvements.

3. Provide feedback to all involved in implementing HDP at various levels, ranging from the initiators of the program at the Ministry of Education through teacher educators at the college.

#### **1.4 Delimitation of the Study**

The scope of the study was on the impact of HDP on teacher educators' practices at GCTE. It was delimited to teacher educators who attended the HDP training in 2005 and 2006.

#### **1.5 Limitations of the Study**

HDP is relatively a newly introduced program for teacher educators' professional development in Ethiopia. Thus, the locally written literature is scarcely available. This limited the researcher in having sufficient literature reviewed on the Ethiopian context exhaustively.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Professional Development**

##### **2.1.1 Introduction**

The main objective of the HDP as part of TPD is to develop the skills of teacher educators in areas of teachers' professional development practices, action research, active learning, reflective teaching and continuous assessment.

In this chapter, though each of these areas are broad to be undertaken as a study project, the researcher would attempt to present a brief review on these areas separately by focusing on the points which are very much pertinent to teacher educators' professional development.

##### **2.1.2 Theoretical Framework on TPD**

Professional development, in a broad sense, refers to the development of a person in his/her professional role. Professional development is an elusive term in education. To many, the term conjures up images of in-service trainings and workshops. To others, it refers to a process in which teachers work under supervision to enhance their professional practice (<http://www.cal.org/resources/digest/peyton01.html> on line retrieved on 5 November 2007).

From this, one can understand that professional development as a process is not a one-shot, one-size-fits-all event, but rather an evolving process of professional self-disclosure, reflection and growth that yields the best results when sustained over time in communities of practice and when focused on job embedded responsibilities.

Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc) (Ganser, 2000 cited in Villegas-Reimers, 2003:11). More specifically, "Teachers' professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically" (Glatthorn,1995 in Villegas-Reimers, 2003:11).

For years, the only form of professional development available to teachers was "staff development" or "in-service training", usually consisting of workshops or short-term courses that would offer teachers new information on a particular aspect of their work. This was often the only type of training teachers would receive and was usually unrelated to the teachers' work. It was in the past few years that TPD has been considered as a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. This shift has been so dramatic that many have referred to it as a new image of teacher learning, a new model of teacher education, a revolution in education, and even a 'new paradigm' of professional development (Cochran-Smith and Lytle, 2001 in Villegas- Reimers, 2003:12).

Professional development consists of all natural learning experiences and those conscious and planned activities that contribute to improve the quality of education in the classroom. It is the process by which teachers review, renew and extend their commitment as change agents to the moral purpose of teaching. They will acquire experiences, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day, 2004:34).

In conclusion, it is possible to say that professional development is a continuous process that includes the formal and informal experiences of teachers during their teaching activities. It is helpful to bring improvement in the quality of education and students' learning.

### **2.1.3 The Need for TPD**

Professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' learning ([http://www.cal.org/resoruces/digestp\\_eyton01.html](http://www.cal.org/resoruces/digestp_eyton01.html) retrieved on 15, Nov.2007).

This implies that professional development helps teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school and in the larger environment of society as a whole. In addition, professional development is essential to broaden the knowledge and expertise of teachers needed to guide students towards successful attainment and mastery of the curriculum content standards and to create effective schools.

According to Craft (2004: 6) professional development has attracted increasing attention in recent years. Faced with rapid change, demands for high standards and calls for improving quality, teachers have a need to improve their skills through professional development. Craft (2004: 9) has further mentioned the reasons for undertaking TPD .It is to be done to:

- improve the job performance skills of the whole staff or groups of staff;
- improve the job performance skills of an individual teacher;
- extend the experience of an individual teacher for career development or promotion purposes;
- develop professional knowledge and understanding of an individual teacher;
- make staff feel valued;

- develop an enhanced view of the job and
- enable teachers to anticipate and prepare for change and clarify the whole school or department's policy.

From this, one can understand that TPD is essential to help teacher educators develop positive attitudes, cooperative approaches towards their work and strengthen professional competency. As a result of the program teacher educators were also introduced with the idea of reflective practice and action research through which they improve their teaching performances.

TPD programs can help teacher educators to cope with changes and innovations that occur through time with respect to their subject area, the different teaching approaches and assessment techniques. It is also helpful to be creative and improve the quality of education and students' learning.

In relation to this idea, Day (2004:1) explained that higher expectations for higher quality teaching demands teachers who are well qualified, highly motivated, knowledgeable and skillful not only at the point of entry into teaching but also throughout their career. This implies that TPD has an important role for teacher educators in their teaching activities by helping them to be motivated, knowledgeable and skillful. Hence, TPD should be continuous since it is important to improve teacher educators' performances and to develop the quality of education and students' learning.

#### **2.1.4 The Impact of TPD on Teacher Educators' Practices**

Professional development offers a great deal of personal fulfillment and enables teacher educators to build higher levels of expertise which in turn has an impact on their practices. Regarding this, Villegas-Reimers (2003:19) explained that aside from the individual satisfaction or financial gain that teachers may attain as a result of participating in professional development opportunities, the process of professional development has a significant positive impact on teachers' beliefs and practices, students' learning, and on the implementation

of educational reform. Successful professional development experiences have a noticeable impact on teachers' work both in and out of the classroom especially, considering that a significant number of teachers throughout the world are under-prepared for their profession.

TPD has become increasingly important as a way to ensure that teachers succeed in matching their teaching goals with their students' learning needs. It focuses specifically on how teachers construct their professional identities, ongoing interaction with learners by reflecting on their actions and adapting them to meet the learners' expressed or implicit learning needs (<http://www.cal.org/resources/digest/peyton01.htm> retrieved on 5 Nov, 2007).

From this, it is possible to understand that TPD has an impact on teachers' practices and students' learning needs which in turn has an impact on students' achievement. Evidences show that professional development has an impact on teachers' beliefs and behavior. It is also indicated that the relationship between teachers' beliefs and their practices is not straight forward or simple; on the contrary, it is dialectic, moving back and forth between change in belief and change in classroom practices (Cobb, Wood and Yackel, 1990; Frank et.al., 1997 in Villegas-Reimers, 2003:20).

Baker and Smith (1999) in Villegas-Reimers (2003:21) identified the following characteristics of professional development as the most effective in sustaining change in teachers' teaching methods and students' learning. These are:

- A heavy emphasis on providing concrete, realistic and challenging goals;
- Activities that include both technical and conceptual aspects of instruction;
- Support from colleagues;
- Frequent opportunities for teachers to witness the effects that their efforts have on students' learning;

These characteristics indicate that TPD has an important impact on teachers' beliefs, their relationship with students and change in classroom practices and activities which teachers perform during instruction.

With regard to the effect of TPD on students' learning, a number of studies report that the more professional knowledge teachers have, the higher the levels of student achievement (National Commission on Teaching and America's Future, 1996, 1997; Falk, 2001; Tatto, 1999 in Villegas-Reimers, 2003:21). Similarly, Barko and Putnam (1995) in Villegas-Reimers (2003:21) explained that professional development plays an important role in changing teachers' teaching methods that have a positive impact on students' learning.

It is also suggested that professional development can influence teachers' classroom practices significantly and lead to improved students' achievements when it focuses on how students learn particular subject matter, instructional practices that are specifically related to the subject matter and how students understand it and strengthening teachers' knowledge of specific subject matter content. (<http://www.area.net/uploadedfiles/journalsandpublications/ResearchPoints/Rgsummer05pdf>.retrieved on 28, Nov, 2007). This shows that professional development that is rooted in subject matter and focused on students' learning can have a significant impact on students' achievements. Hence, to be effective, professional development must provide teacher educators with a way to directly apply what they learn to their teaching. Professional development leads to better instruction and improved students' learning when it is connected to the curriculum materials that teachers use to guide their work.

In summary, TPD is a key factor in ensuring that reforms are effective at any level. Successful TPD opportunities for teacher educators have a positive effect on students' performances and learning. Thus, when the goal is to increase students' learning and to improve their performances, TPD should be

considered as a key factor in improving teacher educators' practices and students' achievements.

## **2.2 HDP for Teacher Educators**

### **2.2.1 The Need for HDP**

Teaching is a complex activity requiring professional decisions in situations where there are no right answers. At one extreme, there are teachers who only follow set routines based on tradition, habit, institutional norms and expectations (HDP handbook, 2004:53). Therefore, professional development programs provided for teacher educators like the HDP become essential to promote teacher educators' professional competence and to improve the quality of education.

The HDP for teacher educators was established to improve the quality of education in Ethiopia through a licensing program which is intended to develop the skills and professionalization of teacher educators (HDP handbook, 2004:5). HDP started in 2003 as a result of recommendations of studies by the task force which was organized by the Ministry of Education to improve the quality of education and to achieve the desired goals. The report of the study and its recommendations for action stated a great need for TPD through short and long-term training programs. HDP is, therefore, one of the programs which was recommended to meet the identified needs of teacher educators and support the implementation of the TESO program as part of the continuous professional development for teacher educators.

Hence, the main objectives of the HDP are to equip teacher educators with the knowledge and skills to enable them exercise different teacher development activities, active learning methods, continuous assessment and action research. The participation in these activities will help teacher educators to develop their profession and to improve the quality of education which provides

case and practical activities from which every participant learns from what he/she does.

### **2.2.2 The Implementation of HDP**

HDP as one of the professional development programs offers a great deal of personal fulfillment and enables teacher educators to build higher levels of expertise if it is implemented properly in line with its specified objectives.

The HDP is skill-oriented training which each candidate tries to test the lessons of each session in the classroom and reflects on his/her practice. The focus is on the learning process and relates directly to teaching methodology and the practicum.

The HDP candidates in each institution work as a group and will be supported by HDL and tutors who have already completed the HDP. The group is responsible for generating ideas, focusing discussions, making mutual teaching observations, providing peer support and feedback and presenting research findings. Active participatory learning is fundamental to the implementation of the course.

The HDP lasts for one academic year and provides time for attending the higher diploma classes (two hours a day and two days a week), regular observation, feedback, practicum, action research and professional meetings with the HDL and tutors. The teacher educators have to complete a number of course package projects showing that their work for the diploma had a significant impact on changing their own instructional practices. Throughout the year, reflection on their classroom practices and research studies should lead to continuing and sustainable improvement in their teaching. The trainees carryout their teaching commitments and at the same time complete the HDP. Most of the works of teacher educators in the HDP is based on their own teaching and other professional activities. Continuous assessment contributes to complete the portfolio of evidence which is the beginning of continuous

professional development plan for teacher educators who complete the program (HDP handbook, 2004:5).

From this, one can understand that the implementation of the HDP requires reflection on practices, continuous and self-assessments, devotions and commitments of both the teacher educators, HDL and tutors to improve their practices.

### **2.2.3 Attitude of Teacher Educators towards HDP**

Teacher Educators' attitude is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment. And most educators convinced that teachers' attitudes are very important dimensions in the teaching process.

A successful innovation depends substantially on teachers' attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achievers in learning. Keynes (1986:39), Cooper (1986:5) and Chalhan (1988:2) consider the teachers' attitude as a very important aspect in the teaching process and suggested that teachers' attitude towards the subject taught is one of the commonly studied teacher characteristics.

No matter how good developed a curriculum is and the extent of back up resource supplied, no matter how much incentive is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a good enthusiasm for the subject and methods with their students, teaching will never become better than adequate (Wool, 1994:43). Similarly, Anderson (2004:114) stated that whatever is done in terms of distributing new material or developing new curriculum, educational effectiveness depends on teachers' attitude and their ways of teaching and handling classes.

Many prominent writers focus on the importance of teachers' attitude to the real achievement of educational results. Selection and training provide qualified personnel to do each job. But to get the job done the individual must also want to work. What individuals actually accomplish may vary widely as a function of their attitudes towards the work, towards the immediate superior or their fellow workers, and towards other aspects of the job (Walberg, 1986, Jackson, 1986 cited in Chalhan, 1988:5).

Educationists have common agreements on the correspondence between attitude and teachers' performances in the classroom. According to Cooper (1986:6) teachers' attitudes are very important and have direct effect on our behavior. They determine how we view ourselves and interact with the environments.

Therefore, from the above ideas of scholars it is possible to understand that, having good curriculum or a college degree in any way may not ensure that teacher educators will be effective in their teaching unless and otherwise they have positive attitude to the subjects, new programs and teaching methods. Negative attitude may harm the whole process of teaching such as selection of contents, methods, planning activities, mechanisms of evaluation and so on. A teacher educator with a positive attitude and the necessary theoretical and technical know-how is the one who can demonstrate the ability to bring about the intended learning outcomes.

## **2.3 Components of HDP**

### **2.3.1 Reflective Teaching**

Reflective teaching is one of the components of HDP. Schulman (1988) in Eby (1997:14) suggests that reflection is what a teacher does when he or she looks back to the teaching and learning processes that have occurred and reconstructs, reenacts, and/or recaptures the events, emotions, and

accomplishments. Using this process, teachers can begin to develop their own capacity for reflection.

Reflective teachers are able to feel many other body cues and use them to select new strategies that create a more comfortable learning environment for themselves and their students (Eby, 1997:16).

Eby (1997:18) further explained that reflective teachers do not get bored easily and do not give up. Once they have identified a worthwhile goal for themselves or their students, they become very committed to achieve it. With limited time and resources available, teachers who use reflective actions are likely to concentrate on those concerns until they consider them satisfactorily resolved. This implies that reflective teachers are those who identify their goals for themselves and their students. They perform their practices with full commitment to attain their goals for themselves and their students until they resolve the difficulties they face in the teaching and learning processes by creating comfortable learning environment with limited time and available resources.

Reflective teaching is an inquiry approach that emphasizes on ethic of caring, a constructivist approach to teaching, and creative problem solving. An ethic of caring respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. Teachers using a constructivist approach emphasize on concepts, students' questions, active learning, and cooperative learning and interweave assessment with teaching. A constructivist approach seeks to connect theory to practice and views the student as "thinker, creator, and constructor" (<http://www.uwsp.edu/education/wilson/exams/783%20exam.html> retrieved on 4, December 2007).

From this, one can understand that reflective teaching requires the practitioners to develop reflective practices which enable them to experience and evaluate their actions by verbalizing, thinking or writing about them. It

also helps them to maximize the autonomous, continual and life long construction of meaning from one's professional experiences.

The process of reflective teaching supports the development and maintenance of professional expertise (Pollard, 2002:4). The complicated nature of educational issues and the practical demands of classroom teaching ensure that teacher educators' work is continuous. This implies that teacher educators need to have continuous professional development in order to cope with the changing nature of educational issues in general and the practical demands of the classroom teaching in particular.

Reflective teaching helps teacher educators to make wise and principled decisions. Confident and competent teaching requires teachers to reflect systematically and rigorously on evidences derived from practices. Reflective teaching and learning then is evidence-based (Ghaye, 1998:9).

In sum, reflective teaching is important to help teacher educators in raising their chances of taking informed actions (actions that are based on assumptions that have been carefully and critically investigated), develop rationale for practice, share experience with colleagues, construct meaning from experience, change their theoretical knowledge in to practice and develop evidence-based decisions in their career which in turn contributes to their professional development, quality education and students' learning.

### **2.3.2 Active Learning**

*You can tell students what they need to know very fast. But they will forget what you tell them even faster.*

(Silberman, 1996: ix).

Learning is not an automatic consequence of pouring information in to a student's mind. It requires the learner's own mental involvement and doing.

Supporting this idea, Michael (2006:18) describes active learning as a process of having students engage in some activity that forces them to reflect upon

ideas and how they are using those ideas. Requiring students regularly assess their own degree of understanding and skill at handling concepts or problems in a particular discipline. It is the process of keeping students mentally, and often physically, active in their learning through activities that involve them in gathering information, thinking, and problem solving. This implies that active learning requires students to engage in an activity and solve problems which help them to have meaningful learning.

People use the term active learning with very different meanings and assumptions. Briefly speaking, “active learning” is “learning how” as well as “learning what” MOE (2003) cited in Firdissa (2005:56). It implies learners’ active participation, involvement, thinking and doing what they think, and sharing responsibilities for their learning rather than passively absorbing the supposedly rich contents provided by their teachers.

Active learning as the name suggests, is a type of instruction which some teachers employ to involve students during the learning process. Associated with the term, “learning by doing”, “active learning”, is often contrasted with less active forms of instruction (e.g. Lecture) Bonwell and Eison (1991) <http://itc.uk.edu/teachingprinciples/active,shtml>. retrieved on 4 December 2007.

For Mitchell (2002) active learning is defined as an instructional strategy that changes the focus from students acquiring knowledge to students actively, independently and critically making meaning for them. Similarly, active learning is a strategy in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. (<http://hca.Itsn.acuk/resources/britbingpaper/activelearningreflectionpdf> retrieved on 7, Dec, 2007).

According to Lambert and McCombs (1998) cited in Yalew (2004:19) learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in

In the past, teachers' ideas of continuous assessment were incomplete. They restricted the idea of continuous assessment to school-based assessments that were used to evaluate students after teaching and learning have been essentially completed (AED and MOE, 2005:17). Such a view provides little hope that teacher educators will use information about students' progress to improve learning because assessment occurs at the end of the instructional process. The past view sees assessment as something apart from teaching rather than as an integral part of the teaching process itself.

A more complete view of continuous assessment requires teacher educators to have clear information about students' learning. It should be used continuously during the teaching process to improve teaching and learning. Continuous assessment, therefore, must have the following basic characteristics:

- it is an ongoing process of gathering information about students' learning progress;
- it uses a variety of techniques to make decisions about what to teach, how to teach and how well students have learned and
- it provides timely feedback to students about what they need to do to improve their learning.

According to Vale (1990) cited in Teshome (2001:28) continuous assessment was stated as the record of achievements over a longer period to give a more accurate picture of the ability of a child. Such a record or profile should include copies of class work, ongoing teacher comment, comment from the child and parent and not merely a list of test marks.

Continuous assessment is carried out on an ongoing basis while students are actually working their way through a course. It can take a wide range of forms including periodic tests, essays and other types of assignments, ongoing assessment of practical work or situational assessment.

The appropriate way to assess students' performances is to assess each stage of a course as soon as it has been completed as possible, or in some cases, while the work is actually being carried out. This is much more useful to the students since it provides them with ongoing feedback on their performances, helps them to become more self-critical, and encourages them to attempt to master material as they actually work through a course rather than leaving the real learning process to the very end (<http://apu.gcal.ac.uk/ciced/ch25.htm>, retrieved on 7, Dec, 2007).

In sum, continuous assessment occurs throughout the teaching process. A teacher educator's more complete understanding of continuous assessment requires the teacher educator to realize that assessment information should be used all through the teaching process. In other words, assessment must be continuous.

### **2.3.4 Action Research**

Action research is the other component of HDP which is essential to improve teacher educators' practices.

Action research is becoming increasingly known as an approach that encourages practitioners to be in control of their own lives and contexts. It is a term which refers to a practical way of looking at one's own work to check that it is as one would like it to be. Because action research is done by the practitioners, it is often referred to as practitioner based research. Because it involves thinking about and reflecting on practice, it can also be called a form of reflective practices. (<http://www.emu.edu/education/action/model.html#framework>, retrieved on 4, December 2007).

In relation to the above idea, Gay (2000:592) explained action research as a type of practitioner research which is useful to improve the practitioner's practices. Practitioner research is done by practitioners about their own practices. Gay (2000:594) further explained that action research is a process in

which individual or several teachers collect evidence and make decision about their own knowledge, performances, beliefs, and effects in order to understand and improve them and their practices.

Thus, it is possible to understand that the main reason to engage teacher educators in action research is to let them improve their practices. Specifically, conducting action research helps teacher educators to:

- examine their own practice and see whether it lives up to their own expectations of themselves in their teaching;
- establish a systematic evaluation procedure and
- identify the criteria, or standards that they and others are using to judge the quality of what they are doing.

For Villegas-Reimers (2003:108) action research is a process of investigation, reflection and action which deliberately aims to improve, or make an impact on the quality of the real situation. It is a form of inquiry which involves self-evaluation, critical awareness and contributes to the existing knowledge of the educational community. Action research can be an effective model for TPD: it is inquiry-based and allows teachers to investigate their own worlds. It is aimed at the improvement of teaching and learning and it leads to deliberate and planned actions to improve conditions for teaching and learning (O'Hanlon, 1996 cited in Villegas-Reimers, 2003:108). Here, it implies that action research is planned and deliberate action performed by practitioners to improve the teaching and learning processes which in turn improves practices.

In summary, support for professional development through action research builds on a model of learning where practitioners are challenged and helped to find new ways of doing things directed towards improving practices.

### **2.3.5 School Placement**

School placement is one of the components of HDP which is helpful for the professional development of teacher educators.

Strong and mutually beneficial link between teacher education institutions (TEIs) and schools should be developed both for the development of teacher educators' experience and understanding of the type of school. This helps to provide teacher educators to undertake teaching to improve their expertise (TESO, 2003:10).

Each teacher educator in TEIs should be placed to a specified school. Teacher educators will have more understanding about the nature of the schools by working with teachers, teaching classes, and attending cluster meetings. With a deeper understanding of the organization and functioning of schools and the nature of school teaching, the courses delivered in TEIs will become relevant to the student teachers (TESO, 2003:10). The relationship that is built between teacher educators and the school teachers could lead to the exchange of ideas, skills, and experiences both informally and formally.

In sum, it is possible to conclude that the school placement could provide teacher educators with an opportunity to:

- investigate and reflect on the organization and management of local schools;
- have experience of teaching in the local schools and
- understand some of the challenges that new teachers and school teachers may face. Thus, school placement is essential for teacher educators to share experience.

## **2.4 The Experiences of Other Countries on TPD**

Teacher education, both pre-service and in-service, is a key factor in improving professionalism of teachers. In response to the worldwide shift of emphasis from access and inputs onto quality outcomes, teacher education in many countries has been undergoing major reforms in policy, curriculum, and pedagogical approaches, networking of teacher training institutions and the use of information communication technology as tools, resources and lever of

change. A series of paradigm shifts have been emerging in varied national and regional contexts.

There is increasing recognition in UNESCO member countries of the need to enhance teacher professionalism. To that end, major initiatives concerned with the quality of teachers are under way in many countries. TPD is promoted at all levels. Efforts are made in creating and sustaining a comprehensive and systematic approach to training/ retraining and ongoing development of teachers (International Center of Teacher Education, 2005:1,[www.ceis.us/Bulletins/2006-May/announcement\\_China.htm](http://www.ceis.us/Bulletins/2006-May/announcement_China.htm).33k, retrieved on 2 February, 2008).

#### **2.4.1 Teachers' Professional Development in Tanzania**

In the Context of Tanzania, TPD refers to the process, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short- term training programs and seminars aimed at meeting various professional needs of the teaching force.

Practices, on the other hand, include the formal mentoring programs. For example, advice that the teacher gets from the head teacher, education officer and other concerned body. Other forms of practices are meetings held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Establishment and effective utilization of Teachers Resource Center is an important element in the professional development of teachers. Informal practices include team teaching and the sharing of experiences and educational resources among teachers, which greatly contributes to self improvement (Nkumbi, 2006:7).

In relation to this, Ganser (2000) cited in Villegas-Reimers (2003:11) explained that TPD includes formal experiences (such as attending workshops, and professional meetings, mentoring, etc) and informal experiences (such as

reading professional publications, watching television documentaries related to an academic discipline, etc).

From this, it is possible to conclude that TPD is practiced in Tanzania both formally and informally in order to meet the various professional needs of the teaching force. This can help in building the necessary support to ensure that teachers can fulfill their role in their actual practices.

### **2.4.2 Teachers' Professional Development in Nigeria**

Teachers are the determinants of success in any educational system. In Nigeria this is clearly expressed in the national policy that "no education system may rise above the quality of its teachers". To have competently trained and motivated teachers, the training program should be a continuous and systematic process, spanning through their entire professional lives. It demands more than a "one-shot" training, such that teachers may not only possess the knowledge of their subject area and pedagogy, but would consistently aspire to acquire new skills and build up competencies necessary to guide and support active learners (Ekpo, 2006:5).

Nigeria is facing a double challenge in her teacher development efforts like most African countries. Training an adequate number of competent teachers for the available schools and up-grade these teachers' knowledge and skills to meet changing professional demands were the challenges. In the face of these competing educational needs, the continual professional development of teachers has been greatly neglected. Teachers have merely given initial training. This urges the need to have mechanisms for the professional development of teachers.

Collaborative Learning is one of the learning strategies adopted for the continuing professional development of teachers in Nigeria. Problems faced in learning environments are known to be tackled by a collective synergy of teachers' effort using the collaborative learning techniques. In addition, joint

work and job enrichment are the other mechanisms of improving professional development of teachers.

Joint work refers to shared responsibility for tasks, such as in team teaching, curriculum committees, or other jobs that create interdependence among teachers and require cooperation. It promotes learning on the job because it provides opportunities for productive exchange among teachers and reflection about practices. Job enrichment refers to the expansion of teachers' work in ways that require new skills such as the scoring of portfolios or serving as mentors to beginning teachers.

In sum, it is possible to say that different mechanisms were used in Nigeria to improve teachers' competence and professional development. Collaborative learning, Joint work, and Job enrichment were among the mechanisms used in order to up-grade teachers' knowledge and skills to meet the changing professional demands.

## **2.5 Local Research Studies Conducted on TPD**

Currently, the idea of TPD has become a dominant issue in teacher education because of the dynamic nature of education and social changes. As a result, sensitizing programs are very much required in Ethiopia where most teacher educators have had little or no effective professional development training after assignment (HDP handbook, 2004:53).

In relation to this, Gizaw (2006:77) in his study on "School Level Teachers Continuous Professional Development at Holy Primary School in Addis Ababa" explained the reasons for the need for TPD referring to the National Educational Conference Document (July, 2002) for the higher institutions academic staff, led by the Prime Minister pinpointed problems related to teachers. The document enumerated that teachers have not developed the required professional and academic knowledge, teachers lack competency to shape students as good citizens, they do not use student-centered teaching strategy, they are not keen on innovation and learning from new thoughts and do not show an effort to develop their profession. In addition to this, it was

underlined that during the initial training, less emphasis is given to teaching methodology and practicum. This calls for the professional development of teachers to fill in the gap and this entails systematic approach. Gizaw (2006:76) found out that though there is a committee at school level it is not actively functioning. Moreover, he found that there was training provided to teachers, attempts made to conduct mutual classroom observations and sessions of departmental discussion. Because of time and resource constraints, it was difficult to run School Level Professional Development. The implication of these efforts for the school is that there is a need to regard continuous professional development as part of its program and incorporate it in its annual school schedule. Finally, Gizaw (2006:76) recommended that there is much to be done on teachers' conviction of their professional identity and accountability.

Similarly, Bekalu (2006:12) in his study on "Reflections on Higher Diploma Program at St. Mary's University College" found that the HDP has had a remarkable effect on the teaching performance of the candidates. It has enabled teachers to refine their teaching skills and apply them in the actual classroom. However, it was also found that the program did not cover all the objectives stated in the HDP handbook. This implies that the need for TPD is timely and essential.

Yalew (2006:210) in his study on "The Need for Continuing Professional Development (CPD) of Professionals in Higher Education: A Comparative Case Study of AAU and St. Mary's University College" underlined that the HDP offers effective training of H.E.Is instructors to promote active learning and to enhance the professional competence of such lecturers. The study further indicated that though this program (HDP) tends to be popular today, the training lack theoretical and practical pedagogical, philosophical and methodological heads that would have firm guarantee for higher professional training. Yalew (2006:210) finally recommended that the HDP need to be carefully revised by including pedagogical, professional and general courses

that enhance competence of H.E.Is instructors, and injecting modular courses and action research activities in the program that enhances self-directed learning.

From the above findings and recommendations, it is possible to say that TPD programs like HDP are essential in order to improve the quality of education in the country and making efforts to cope with the current technological advancements. This could help to fill in the gap and develop the professional competency of teacher educators.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Methodology**

The purpose of this study was to investigate the impact of HDP on teacher educators' practices at GCTE. The study was a case study. Case study could be qualitative and quantitative or a combination of the two (Denzin and Lincoln, 1994:245). In regard to this, Creswell (2003:21) stated that collecting diverse type of data using mixed approaches best provides an understanding of a research problem. Similar to this, Yin (2003:14) described that case studies can include and even be limited to quantitative evidence and can be based on any mix of quantitative and qualitative evidences. Thus, to get better understanding by collecting diverse data, both qualitative and quantitative methods were used.

#### **3.2 Sources of Data**

The participants of this study were teacher educators who attended the training on HDP in 2005 and 2006, HDL, HDTs, the VAD, Department Heads and students. Documents designed by different bodies for implementing HDP were used to make the data more reliable and to fill the gap.

#### **3.3 Methods of Data Collection**

The data inputs for this study include both primary and secondary sources. With regard to the secondary sources, documents such as the HDP handbook were consulted. Questionnaire, Interview, Classroom Observation and Focus Group Discussions were used as methods of primary data collection.

### **3.3.1 Questionnaire**

Questionnaires were set to obtain information from teacher educators and students. The questionnaires for teacher educators were intended to obtain information about their attitude towards HDP and the impact of HDP training on their teaching performances. The questionnaires for students were set to obtain information about the practice of the components of HDP in the actual classroom.

The items of the questionnaire were close-ended and structured. Some of the items were positively worded and others were negatively worded in order to counter possible bias.

The questionnaire prepared for teacher educators has two parts. The first one consists of 12 close-ended items, which were attempted to explore teacher educators' attitude towards HDP. That is to see whether the teacher educators had desire and readiness to up-date their teaching knowledge and skills by participating in the HDP training. For this, a five-point Likert scale, which was intended to elicit information from teacher educators about their attitude towards HDP, was prepared. The points were "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree". The second part also consists of 12 close-ended items. The purpose was to investigate the impact of HDP on the teacher educators' teaching performances. For this, points such as "High", "Moderate", "Low" and "Not at All" were used to see teacher educators' degree of practices of HDP and its impact on their actual performances.

The questionnaire for the students consists of 12 close-ended items which were attempted to investigate the practice of HDP components in the actual classroom by teacher educators. For this, degrees of frequency such as "Always", "Often", "Sometimes" and "Never" were used.

An observation checklist was also prepared. The purpose of the questionnaires for students and the observation checklist was to see the congruence between the responses given for the questionnaires by the teacher educators and what

the teacher educators actually do in the classroom.

### **3.3.2 Interview**

An interview schedule was prepared. The researcher took six participants for the interview purposively. That is, one HDL, two HDTs, two Department Heads and the VAD participated in the interview. Before starting the interview, the respondents were informed about the purpose of the study. Moreover, for the purpose of ethical consideration, they were informed that no harm would come to them because of their participation in the study. On top of this, they were informed that they would remain anonyms in the presentation and discussion of the results of the study.

During interviews, all responses were recorded using hand written notes. Finally, the responses of the interviewees were analyzed and incorporated in the final report.

### **3.3.3 Focus Group Discussion (FGD)**

The purpose of the FGD was to supplement and enrich the information that was drawn by the questionnaires and interview. A group that comprises ten members from the sample teacher educators took part. There was a long interval and democratic discussion among them. The discussion was followed by probing questions. Additional comments were given by the group members after they heard the questions posed by the researcher and the responses of others. The responses were collected by writing notes. All the FGDs were held in comfortable rooms and calm situations so that there was no encountered problem. Finally, the discussions were described and analyzed.

## **3.4 Sampling Techniques and Sample Size**

With respect to sampling, purposive and random sampling techniques were employed. From the teacher education colleges found in the Amhara region,

GCTE was selected purposively because the researcher had an experience at the college as teacher educator and believed that it was convenient to get the necessary data for the study.

From the teacher educators who attended the HDP training, those who took the training in 2005 and 2006 were selected purposively. Teacher educators who took the training were 60. Of these, ten of the teacher educators left the college for further education. The remaining 50 were taken as participants of the study.

To select student participants from the available five departments (Language, Social Science, Natural Science, Mathematics, and Aesthetic and Physical Education), all departments were taken purposively. And, 15 students from each department were selected randomly. The sample students were third year since they had better experiences in the college as compared to others. One HDL, two HDTs and the VAD were selected purposively. To select two Department Heads, available sampling technique was used.

### **3.5 Pilot testing of the Instruments**

The academic advisor examined the quality of the instruments and then they were piloted. A pilot test was conducted among 20 respondents in Dbremarkos College of Teachers' Education. The purpose was to check the appropriateness of the items in the instruments and to make the necessary corrections based on the feedback obtained. Accordingly, some words were changed. For example, handbook was changed in to portfolio.

### **3.6 Method of Data Analysis**

The data collected through questionnaire were tabulated and analyzed using percentage. On the other hand, the data from the interview, observation, document analysis and focus group discussion were categorized and described qualitatively.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

In this chapter, general overview of the college, the data obtained through questionnaire, observation, document analysis, interview and focus group discussion (FGD) will be treated under four major parts.

- General Overview of the College,
- Teacher educators' attitude towards HDP,
- Impact of HDP on teacher educators' teaching performances,
- The practice of the components of HDP.

#### **4.1 The College-General Overview**

Gondar College of Teachers' Education (GCTE) was first established as Teachers' Training Institute in 1981. It was upgraded to college level in 1995 according to the New Education and Training Policy of the country.

As the policy proclaimed in 1994, regional education bureaus are fully mandated by the federal government to decide on matters related to primary education and training in regional states. Based on this right, the Amhara National Regional State Education Bureau upgraded Gondar Teachers' Training Institute to college level to offer a two-year diploma program, with the view to producing professional teachers for the second cycle of primary education (grades 5-8).

GCTE was upgraded to college level with the following main objectives.

1. To train teachers equipped to teach in the second cycle primary education.
2. To provide short term training to enhance the academic and professional competence of both trained (but sub-standard) and untrained teachers teaching in the second cycle primary education.
3. To conduct research activities in various aspects of education.

In order to achieve these goals, the college runs three separate programs: summer in-service teacher education, evening extension and regular programs. While the summer entirely trains teachers of the first cycle for

upgrading purposes, the evening extension and the regular programs are undertaking trainings for both cycles of primary education.

The college has a total of 104 academic staff members. Among them, 50 are second degree holders, 43 are with first degrees and 11 are with diploma. There are 13 female staff members in the college. Of these, 7 are with first degrees and the rest 6 are with diploma. Among the male staff members, 50 are second degree holders, 36 are with first degrees and the rest 5 are with diploma.

#### 4.2 Attitude of Teacher Educators towards HDP

**Table 1. Training Method and Contents of HDP**

No	Items	Alternatives									
		SA		A		UD		DA		SD	
		No	%	No	%	No	%	No	%	No	%
1	I do not enjoy the HDP training	1	2	2	4	1	2	29	58	17	34
2	HDP contents were challenging	3	6	21	42	14	28	11	22	1	2

SA- Strongly Agree      UD- Undecided      SD- Strongly Disagree

A- Agree      DA- Disagree

From Table 1, it is observed that 46 (92%) of the respondents supported that the HDP training was enjoyable and effective. In relation to the contents of HDP, 24 (48%) of the respondents confirmed that the contents were challenging. When the contents are challenging, the candidates could have high chance to participate actively in the training. This would help them to develop creativity, which in turn helps to develop their problem solving capacity and skills of improving practice. Developing the skills and problem solving capacity of teacher educators with new theories and innovations could also improve the quality of education. Supporting this, it is described in the HDP document that, the HDP for teacher educators was established to improve the quality of education in Ethiopia through a licensing program that will

develop the skills and professionalization of teacher educators (HDP handbook, 2004:5). Similarly, Day (2004:1) explained that higher expectations for higher quality teaching demands teachers who are well qualified, highly motivated, knowledgeable and skillful, not only at the point of entry into teaching but also throughout their career. This implies that TPD has an important role for teacher educators in their teaching activities by helping them to be motivated, knowledgeable and skillful throughout their career.

**Table 2. School Placement and HDP as Experience**

No	Items	Alternatives									
		SA		A		UD		DA		SD	
		No	%	No	%	No	%	No	%	No	%
1	The school placement was useful	12	24	26	52	8	16	3	6	1	2
2	HDP was interesting and enjoyable	18	36	28	56	2	4	2	4	-	-
3	I have an interest in enhancing student learning as a result of HDP training	13	26	24	48	11	22	2	4	-	-
4	HDP helped me to use alternative instructional methods	16	32	28	56	3	6	3	6	-	-

As depicted from Table 2, the majority of the respondents accepted the school placement as useful to share experience and educative since 38 (76%) of the participants confirmed their agreement.

From the responses of the respondents, it is possible to understand that both the school placement and HDP were enriching and interesting experiences for the majority of the respondents. This opportunity would give the teacher educators to have real experience from the schools. Having clear idea about the conditions of schools would enable teacher educators to prepare their prospective teachers academically and pedagogically with different methods of teaching and evaluation techniques. Their experience gained from the HDP training and the school placement provided actual practice and experience. This idea of the respondents was also confirmed during the interview.

In relation to the significance of the school placement for teacher educators, one of the interviewees, fictitiously named Alemu said:

*In principle, it is important because it enabled teacher educators to have an actual image and experience of elementary schools. By doing so, they can train student teachers to fit to the actual school by integrating the college and the school experience. In practice, however, its implementation seems to lack trustworthiness and authenticity.*

23/03/2008

Adding to this, one of the interviewees fictitiously named Ayele said:

*The school placement is helpful to get experience from primary schools and to relate teaching with the schools' real situation.*

22/03/2008

From the idea of the respondents, it could be possible to learn that the school placement was helpful to share the experience of primary schools and prepare student teachers according to the actual conditions of the schools. However, the practical application of the school placement was challenging.

As stated in the TESO document, with a deeper understanding of the organization and functioning of schools and the nature of school teaching, the courses delivered in TEIs will become relevant to the student teachers (TESO, 2003:10). The relationship that is built between teacher educators and the school teachers could lead to the exchange of ideas, skills, and experiences both informally and formally.

From Table 2, it could also be possible to observe that the HDP has helped majority of the respondents to develop the interest in enhancing student learning where 37 (74%) of the participants supported the view. Similarly, 44 (88%) of the respondents approved that the HDP has helped them to use alternative instructional methods.

From this, one can understand that the HDP is essential to equip teacher educators with different teaching methodologies, new educational theories and

skills. This in turn improves the quality of education and student learning since the teacher educators would be capable of using different instructional methods, professional development activities and different assessment techniques. In relation to this, it is explained that the HDP provides teacher educators with a practical program to support their development as effective teachers and reflective practitioners with enhanced professional status, able to model active learning and continuous assessment, manage change and make a difference in the education system (HDP handbook, 2004:53).

**Table 3. Usefulness of HDP Experiences**

No	Items	Alternatives									
		SA		A		UD		DA		SD	
		No	%	No	%	No	%	No	%	No	%
1	HDP improved my teaching effectiveness	7	14	31	62	7	14	4	8	1	2
2	HDP helped me to acquire skills in applying active learning methods	15	30	29	58	2	4	3	6	1	2
3	HDP is helpful to improve instructional quality	27	54	17	34	2	4	3	6	1	2
4	HDP helped me to use different assessment techniques	5	10	38	76	3	6	3	6	1	2

From Table 3, it can be observed that 38 (76%) and 44 (88%) of the respondents respectively supported that HDP was useful in improving their teaching and acquiring skills of applying active learning methods. Changing the traditional lecture method in to active learning and initiating students' involvement in an activity during the teaching learning process are among the central points of the HDP. Moreover, HDP helped them use different assessment techniques since 43 (86%) of the respondents supported the view as can be observed from Table 3.

From the responses of the participants, it is possible to conclude that the teacher educators have positive attitude towards HDP. This would initiate them to apply different active learning methods and assessment techniques in the

actual classroom activity. Supporting this, Wool (1994:43) explained that no matter how well developed a curriculum is and the extent of back up resource supplied, no matter how much incentive is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a good enthusiasm for the subject and methods with their students, teaching will never become better than adequate. Similarly, Anderson (2004:114) stated that whatever is done in terms of distributing new material or developing new curriculum, educational effectiveness depends first and foremost on teachers' attitude and the way they teach and handle their class.

This idea of the respondents was also confirmed during the interview and FGD. In line with this, Alemu said that:

*Definitely, first teacher educators were acquainted with new teaching methods, theories, assessment techniques, and action research and share experience with colleagues. Therefore, HDP sparked a sense of collaborative and team work.*

22/03/2008

Another interviewee fictitiously named Girma added that:

*HDP is very relevant for teacher educators. It equipped them with different active learning methods, continuous assessment, and action research, planning and school experience.*

22/03/2008

From the responses of the interviewees, it could be said that the HDP was relevant for teacher educators to have insight about different active learning methods, assessment techniques and to share experience from colleagues. Moreover, it was essential in changing teacher educators' attitude to shift from the traditional to modern methods of teaching and assessment.

In relation to this, one of the HDP tutors fictitiously named Belay added that:

*HDP has significant impact in improving the teaching performance of teacher educators. It enabled them to identify their students' learning behavior and to plan their lesson according to students' learning styles as much as possible.*

23/03/2008

Supporting the significance of HDP, the VAD on his part said:

*HDP has helped teacher educators to improve their teaching performance from semester to semester. They tried to use different active learning methods, continuous assessment and to discuss with each other about the teaching learning process informally and formally.*

23/03/2008

Hence, the ideas of the interviewees underlined the relevance of HDP in improving the teaching performance of teacher educators. Moreover, the relevance of HDP in improving the teaching performance of teacher educators was reflected on the focus group discussion (FGD). The discussion among the respondents revealed that HDP gives them the chance to know different active learning methods, teaching theories, evaluation techniques and to have positive attitude towards teaching. Fictitiously named Derb expressed it as:

*At least the HDP helped us to talk (discuss) with colleagues about teaching though making all the components of HDP in the actual classroom is too difficult and challenging.*

23/03/2008

Hence, it is possible to conclude that HDP was helpful for teacher educators to develop collegial relation and share experience among themselves.

In the FGD, it was evident that the respondents completely agreed on the importance of HDP in improving the teaching performance of teacher

educators. However, the practice of the components of HDP was difficult and challenging for the respondents' in the context of their institution.

**Table 4. Applicability of HDP**

No	Items	Alternatives									
		SA		A		UD		DA		SD	
		No	%	No	%	No	%	No	%	No	%
1	I believe that HDP is impractical in our situation	22	44	11	22	5	10	5	10	7	14
2	HDP should be encouraged since it improves student learning	14	28	30	60	4	8	1	2	1	2

Here, the respondents were asked about their belief on the applicability of HDP in their institution's conditions and 33 (66%) of them supported that applying the components of HDP in the actual situation of their institution is difficult. However, 44 (88%) of them confirmed that HDP should be encouraged in order to improve student learning which indicates their positive attitude towards the program.

The problem of applying the components of HDP was reflected during the interview and FGD with the participants. They underlined that the practice of the components of HDP in the context of a college is complex though it seems simple. Broadly speaking, there might be quite a number of problems that hinder the practice of the components of HDP. As the evidence from all the interviews, observation and FGD indicated almost all of the respondents pinpointed the pertinent problems that they face in practicing the components of HDP in their college. Accordingly, the major challenges raised include large class size, heavy workload, time constraints, students' prior experiences, and lack of teacher educators' commitment and scarcity of resources.

### ***Large number of students in a class***

The respondents underlined that attempts to practice the components of HDP with large number of students in a class is a big challenge. Emphasizing this, one of the interviewees fictitiously named Molla said:

*Imagine how difficult it is to handle 65-70 pupils in a classroom and to come up with an effective implementation of the components of HDP. Had there been few numbers of pupils, it would have been manageable to practice the HDP components.*

25/03/2008

Molla added that:

*Lack of teacher educators' commitment could also be the other constraint which hinder the practice of HDP components "ንጎ እኮ ትልቁ ነገር "የኛ ኮሚትመንት" አለመኖር ነው።*

25/03/2008

Another participant fictitiously named Workneh added that:

*It is not only large class size, but also lack of resources; heavy workload (the presence of distance and evening programs in addition to the regular program) and prior experience of students are among the major barriers.*

25/03/2008

From the idea of the respondents, it could be concluded that the practice of the components of HDP was challenging in the actual context of the college.

Moreover, one of the interviewees fictitiously named Gebru added several other factors that hinder the practice of the components of HDP as:

*Lack of follow-up and support; students' resistance- taking teacher educators who use active learning methods as lazy, unprepared and poor in their subject area knowledge.*

25/03/2008

This idea of the respondents could imply that the existence of such stated factors makes practicing the components of HDP very difficult and challenging as far as the condition of the college is concerned. Emphasizing this, the VAD, said:

*Implementing the components of HDP was good in improving students' learning but this is not mostly practical because teacher educators have heavy workload, some of them lack commitment, large class size and students' prior experience-fear to express their ideas in front of their friends in class.*

25/03/2008

Besides this, the problem of practicing the components of HDP was reflected on the FGD. The discussion among the respondents revealed that the actual condition of the college was not conducive to practice the components of HDP effectively though teacher educators appreciate their relevance. Similar to this, Fiseha (2001:39) stated that class size is one of the major factors that influence the proper implementation of different active learning methods. The lower the number of students, the better the student performance or teaching quality is likely to be and the components of HDP like active learning is properly implemented. A large class size may hinder teacher educators from proper practice of the HDP components. Shimelis (2001:67) also indicated that large class size is one of the factors that hinder the practice of different active learning methods and continuous assessment since the number of students is significantly increasing with limited number of classrooms. Hence, large class size makes it difficult to manage and implement the components of HDP easily.

### **4.3 The Impact of HDP on Teacher Educators' Teaching Performances**

In this part, the data obtained on the impact of HDP on teacher educators' teaching activities will be presented and discussed.

**Table 5. Lesson Plan Preparation and Stating Lesson Objectives**

No	Items	Alternatives							
		High		Moderate		Low		Not at all	
		No	%	No	%	No	%	No	%
1	HDP has helped me to prepare my lesson well	10	20	32	64	8	16	-	-
2	HDP has helped me to state my lesson objectives	1	2	23	46	25	50	1	2
3	HDP has helped me to review my lesson plans	2	4	22	44	25	50	1	2

As depicted from Table 5, 42 (84%) of the respondents supported that the HDP was helpful to prepare lesson plan well. But, the extent to which the HDP was helpful in stating lesson objectives and reviewing lesson plans were not supported by the majority since 25 (50%) of the respondents responded to “Low” and 1 (2%) to “Not at all”. In addition, even though teacher educators supported the importance of HDP in preparing lesson plan, there was no evidence for their preparation. Because when they were asked to show a lesson plan which they have prepared by the researcher, they did not have it at hand. Hence, they seem reluctant to give real information. Moreover, there is no any recorded evidence by the other concerned bodies like the Vice Academic Dean, Higher Diploma Leader and the Department Heads.

From the responses of the respondents, it can be noted that though the HDP was helpful in preparing lesson plan, teacher educators were not able to state objectives and review lessons. Hence, HDP could not help them to state clear objectives and review lessons.

In teaching, planning is very important because a plan for teaching is a guide for action. It provides teachers with the opportunity to think carefully about how best to help students achieve educational goals. Successful planning means knowing how to facilitate a positive learning experience for all students (Dhand, 2004: XIII).

But if a teacher fails to plan lessons well and unable to review, he/she could not perform his/her task properly which in turn results in dissatisfaction among the educational needs of students. It could also create disturbance in class, loss of interest and demotivate learners. Because of this, the students will not get the necessary knowledge and skills, which in turn leads to the failure of educational quality (Dhand, 2004: 15).

**Table 6. Becoming Reflective Teacher Educator**

No	Items	Alternatives							
		High		Moderate		Low		Not at all	
		No	%	No	%	No	%	No	%
1	HDP has helped me to talk to colleagues about my lesson	7	14	27	54	14	28	2	4
2	HDP has helped me to become reflective teacher educator	2	4	24	48	24	48	-	-

As could be seen from Table 6, 34 (68%) and 26 (52%) of the respondents respectively confirmed that they have benefited from the HDP training.

From the responses of the participants, it is possible to learn that the HDP has helped them to become reflective teacher educators. As stated earlier, HDP provides teacher educators with a practical program to support their development as effective teachers and reflective practitioners with enhanced professional status (HDP handbook, 2004:5). When teacher educators are reflective, they will be devoted to their tasks. Supporting this, Eby (1997:18) explained that reflective teachers do not get bored easily and do not give up. Once they have identified a worthwhile goal for themselves or their students, they become very committed to achieve it. With the limited time and resources they have available, teachers who use reflective actions are likely to concentrate on those concerns until they consider them satisfactorily resolved. This implies that reflective teachers are those who identify their goals for themselves and their students, and practice with full commitment to attain their goals for themselves and their students until they resolve the difficulties

they face in the teaching and learning processes by creating comfortable learning environment with limited time and available resources.

**Table 7. Using Active Learning and Providing Feedback**

No	Items	Alternatives							
		High		Moderate		Low		Not at all	
		No	%	No	%	No	%	No	%
1	HDP has helped me to encourage my students to debate	10	20	26	52	14	28	-	-
2	HDP has helped me to organize different activities for different groups	10	20	24	48	15	30	1	2
3	HDP has helped me to use active learning methods	5	10	25	50	20	40	-	-

From Table 7, it could be observed that 36 (72%) and 34 (68%) of the respondents respectively supported that the HDP has helped them to encourage their students to debate and to organize different activities for different groups. Similarly, 30 (60%) of the respondents have also supported that the HDP has helped them to use active learning methods.

From the responses of the respondents, it is possible to conclude that the HDP has helped them to engage students in an activity by using different active learning methods and organizing tasks for different groups.

It is known that learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his/her own knowledge and understanding by connecting what is being learned with prior knowledge and experience (Yalew, 2004:19). In other words, when the learner is given the chance to engage actively in the learning process, learning becomes more meaningful and relevant to the learner.

**Table 8. Assessment and Relating Assessment Methods to Course Objectives**

No	Items	High		Moderate		Low		Not at all	
		No	%	No	%	No	%	No	%
1	HDP has helped me to relate my assessment techniques to course objective	7	14	23	46	19	38	1	2
2	HDP has helped me to use continuous assessment	3	6	28	56	19	38	-	-

From Table 8, it can be observed that majority of the respondents supported that HDP was helpful. 30 (60%) and 31(62%) approved its significance in relating assessment to course objectives and using continuous assessment respectively.

From the responses of the respondents, one can conclude that the HDP was helpful for teacher educators to use continuous assessment and relate assessment techniques to course objectives. Continuous assessment as a component of HDP, contributes to complete the portfolio of evidence which is the beginning of continuous professional development plan for teacher educators completing the program (HDP handbook, 2004: 5).

**Table 9. Professional Development Activities**

No	Items	Alternatives							
		High		Moderate		Low		Not at all	
		No	%	No	%	No	%	No	%
1	HDP has helped me to apply new methods of teaching	10	20	28	56	11	22	1	2
2	HDP has helped me to participate in action research	2	4	11	22	30	60	7	14

Table 9 indicates that 38 (76%) of the respondents confirmed that HDP has helped them to apply new methods of teaching. However, 30 (60%) and 7(14%) of the participants approved their low and no participation in action research while only 13 (26%) of them approved that HDP has helped them to participate in action research.

Therefore, the majority of the participants were not encouraged to involve in action research though they participated in the HDP training. Hence, it would be safe to conclude that either the HDP was not effective in encouraging teacher educators to involve in action research or they were not committed to participate in action research. This could imply that the objective of HDP that aimed at producing teacher educators who are equipped with the knowledge and skills of exercising different professional development activities mainly action research could not be realized. In relation to the reasons why teacher educators do not do action research, the VAD described:

*Conducting action research was good in improving teacher educators' practice but this is not mostly practical because teacher educators have heavy workload, some of them lack commitment, and clear understanding about action research.*

25/03/2008

Similar to the idea of the VAD, Gizaw (2006:100) explained that teachers do not do action research because some have no idea about it while others attribute their failure to shortage of time.

Teacher educators who fail to conduct action research could not be able to improve their practice. Besides this, they will not be able to find new ways of doing things which could affect their professional competence as well. Conducting action research is helpful for teacher educators to collect evidence and make decision about their own knowledge, performance, beliefs, and effects in order to understand and improve them and their practice Gay (2000:594).

#### **4.4 The Practice of HDP Components**

In this part, the data obtained on the practice of the HDP components from students through questionnaire and classroom observation will be presented and discussed.

**Table 10. Introducing Lesson Objectives and Clarifying Instruction for Tasks**

No	Items	Alternatives							
		Always		Often		Sometimes		Never	
		No	%	No	%	No	%	No	%
	<b>The teacher educator:</b>								
1	introduces the objectives of the lesson	16	21.3	11	14.7	38	50.7	10	13.3
2	gives clear instructions to activities	11	14.7	12	16	42	56	10	13.3

As could be seen from Table 10 above, 38 (50.7%) of the respondents supported that the teacher educators “Sometimes” introduce objectives of the lesson and 10 (13.3%) approved that they “Never” introduce the objectives. On the other hand, only 16 (21.3%) and 11 (14.7%) supported that the teacher educators “Always” and “Often” introduce objectives to them respectively. For the clarity of instruction to activities 42 (56%) marked “Sometimes” 11 (14.7%) “Always”, 12 (16%) “Often” and 10 (13.3%) “Never”.

From the responses of the respondents, it would be safe to conclude that the teacher educators were not introducing objectives and did not give clear instructions to activities since 50.7% and 56% of the respondents confirmed this idea.

This response of the students coincides with the teacher respondents where 26 (52%) of the teacher educators responded to “Low” (see Table-5).

Therefore, though the teacher educators prepare lesson plan, they were not introducing it to the students in the classroom. In addition, they had no written document or prepared lesson plan, because the researcher did not find any recorded document from the teacher educators, Vice Academic Dean, HDL and Department heads while they were asked to show the prepared lesson plans. Moreover, the researcher did not see any teacher educator who prepared lesson plan during classroom observation. However, as far as planning lesson is concerned, teacher educators should plan and introduce objectives for

students while they are performing the teaching-learning process in the actual classroom because successful teaching depends for a considerable part on successful planning. With good planning there exists the potential to improve instruction and make teaching more effective (Dhand, 2004: XV) i.e., successful planning means knowing how to facilitate a positive learning experience for all students. Hence, what is expected of the HDP training with regard to planning seems impractical in the actual teaching performance of teacher educators.

**Table 11. Creating Suitable Condition for Reflection and Providing Feedback**

No	Items	Alternatives							
		Always		Often		Sometimes		Never	
		No	%	No	%	No	%	No	%
1	creates opportunities for reflection	7	9.3	11	14.7	37	49.3	20	26.7
2	guides students during group discussion	16	21.3	10	13.3	37	49.3	12	16
3	provides appropriate feedback for students	11	14.7	9	12	34	45.3	21	28

From Table 11, it could be observed that majority of the participants responded to “Sometimes” in relation to the teacher educators’ activities presented in the Table. And 26.7%, 16% and 28% of them respectively supported “Never”. But, only 9.3%, 21.3% and 14.7% were responding to “Always”.

From this, one can conclude that the teacher educators were not creating opportunities for reflection, did not guide students during group discussion and they did not provide appropriate feedback. This indicates that there is lack of guidance while students were at work (group discussion). This could also imply that the teacher educators are not practicing the components of HDP in the classroom as expected of them. Because teacher educators are expected to be reflective and guide students during group discussion. In addition, teacher educators are expected to provide appropriate feedback for students. Providing appropriate guidance and feedback motivate students and develop their interest to the subject.

Various research studies have concluded that feedback is most useful. It serves to encourage students and maintain motivation and effort, and, it identifies specific aspects of attainment or good performance in relation to a specific task (Pollard, 2002: 290).

**Table 12. Methods of Teaching and Assessment**

No	Items	Alternatives							
		Always		Often		Sometimes		Never	
		No	%	No	%	No	%	No	%
1	uses lecture method	38	50.7	10	13.3	25	33.3	2	2.7
2	uses active learning method of teaching	15	20	8	10.7	44	58.7	8	10.7
3	evaluates students performance on the basis of continuous assessment	16	21.3	15	20	24	32	20	26.7

From Table 12, it could be observed that majority of the respondents supported that lecture method was the most frequently used where 38 (50.7%) and 10 (13.3%) of the respondents confirmed by responding to “Always” and “Often” respectively which indicates the excessive use of the method. But it was only 2 (2.70%) of the respondents who responded to “Never” and 25 (33.3%) of them responded to “Sometimes”. For the active learning method, 48 (58.7%) responded to “Sometimes” and 8 (10.7%) responded to “Never”. As to the continuous assessment, 16 (21.3%), 15 (20%), 24 (32%) and 20 (26.7%) responded to “Always”, “Often”, “Sometimes” and “Never” respectively.

Here, the data indicated that the teacher educators used the lecture method frequently and active learning method in a limited extent since 50.7% and 58.7% of the respondents supported the issue. This could lead to conclude that the objective of HDP, which emphasizes on shifting from the traditional lecture method to the modern active learning methods, seems malpracticed. The way of assessment was not also practiced as expected since only 16 (21.3%), 15 (20%), 24 (32%) and 20 (26.7%) respectively responded to “Always”, “Often”, “Sometimes”, and “Never” where majority of them supported “Sometimes” and

“Never” respectively. This was witnessed during the document analysis in that there was no recorded document that indicates continuous record of results of students’ except mid-term and final examination results and one or two assignment results in the documents observed.

The data obtained from student participants contradicts with the responses of teacher educators. From this, it could be safe to say that teacher educators may be reluctant to give real information about their performance.

The responses of the students were also witnessed during classroom observation. Among the nine classroom observations, only two were conducted using active learning method of teaching. The remaining seven classes were conducted using the traditional lecture method. During the classroom observation the students were simply listening and taking short notes written on the blackboard. The instructors were explaining the lesson using the lecture method.

Hence, having this evidence it could be possible to conclude that the data from student respondents has congruence to the observation made. Therefore, the components of HDP like active learning were not practiced as expected. Because, the lecture method was reported by many of the respondents being frequently used since 38 (50.7%) of the respondents confirmed this point as depicted from Table 12.

**Table 13. Identification and Provision of Activities**

No	Items	Alternatives							
		Always		Often		Sometimes		Never	
	<b>The teacher educator:</b>	No	%	No	%	No	%	No	%
1	provides selected activities that require students’ involvement	11	14.7	10	13.3	43	57.3	11	14.7
2	provides individual and group activities	14	18.7	9	12	41	54.7	11	14.7
3	provides activities that motivate students to participate in discussion	11	14.7	8	10.7	35	46.7	25	33.3
4	provides activities that encourage students’ creativity	3	4	12	16	29	38.7	31	41.3

As depicted from Table 13, the provision of activities that require students' involvement were supported by 43 (57.3%) of the respondents as they were practiced "Sometimes" and "Never" by 11 (14.7%) of them. The same was true for individual and group activities since 41 (54.7%) were responded to "Sometimes" and 11 (14.7%) to "Never". In addition, providing activities that motivate students to participate in discussion and initiate students' creativity were rated as less frequently practiced since 35 (46.7%) and 25 (33.3%) , 29 (38.7%) and 31 (41.3%) of the respondents responded to "Sometimes" and "Never" respectively.

From the responses of the participants, it could be possible to conclude that activities that require students' involvement to engage in an activity and to be creative were not well practiced. This could imply that teacher educators were not practicing the components of HDP as expected of them.

Teacher educators' malpractice of the components of HDP was witnessed during classroom observation where more time was given to lecture method of teaching with little involvement of students. Of the nine classroom observations conducted, only two of them were supported by activities to be performed by students in group. The rest seven were dominated by the teacher educators except asking few oral questions at the end of each lesson. Hence, one can conclude that the components of HDP like active learning methods of teaching were not properly practiced.

Giving more emphasis to the lecture method would make students to be passive listeners. Learning is not an automatic consequence of pouring information in to a student's mind. It requires the learner's own mental involvement and doing. Supporting this idea, Silberman (1996: ix) explained that you can tell students what they need to know very fast but they will forget what you tell them even faster. This implies that giving more emphasis to active learning method of teaching is more important than the lecture method. Because as Michael (2006:18) described, active learning is a process of having

students engage in some activity that forces them to reflect upon ideas and how they are using those ideas. It is the process of keeping students mentally, and often physically, active in their learning through activities that involve them in gathering information, thinking, and problem solving. This implies that active learning requires students to engage in an activity and solve problems that help them to have meaningful learning. Similarly, Firdissa (2005:56) underlined that active learning is learners' active participation, involvement, thinking and doing what they think, and sharing responsibilities for their learning rather than passively absorbing the supposedly rich contents provided by their teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The main objectives of this study were to investigate the impact of HDP on teacher educators' teaching performances and the practices of the components of HDP at GCTE.

The study employed both quantitative and qualitative data using case study method that was designed to answer the following research questions.

1. What is the attitude of teacher educators towards HDP?
2. Does the HDP training have impact on teacher educators' practice?
3. How do teacher educators practice the components of HDP?

In order to attain the desired objectives, the following procedures were undertaken. Relevant documents were investigated; questionnaires were prepared and distributed to the participants of the study (teacher educators and students) and finally the data collected were analyzed and interpreted.

The study was carried out at GCTE which was selected purposively. The participants of the study were a sample of teacher educators, HDL, HDTs, Department Heads, VAD and students. To gather the necessary evidences questionnaires were provided to teacher educators and students. Semi-structured interview was made with HDL, HDTs, VAD, and Department Heads. FGD was conducted with sample teacher educators. Moreover, classroom observation was conducted during the actual teaching and learning process.

The data obtained through questionnaires were analyzed using percentage and data from interview, FGD, and classroom observation were described qualitatively to supplement the data obtained through questionnaires.

Depending on the results of the analysis made, the following major findings were obtained.

- A considerable number of teacher educators have positive attitude towards the HDP training. For this reason, they have been trying to be benefited from the program.
- The teacher educators gained a lot about active learning, continuous assessment, school placement and action research and their previous assumptions were changed.
- The components of the HDP were not fully practiced yet as expected. The common trend of teaching was the traditional lecture method and the assessment techniques were not continuous.
- Action research as a component of HDP was not practiced by teacher educators. This implies that the objective of HDP that aimed at producing teacher educators who are equipped with the knowledge and skills of exercising different professional development activities could not be realized.
- Large class size, lack of teacher educators' commitment, time constraint, pupils' reluctance and lack of follow-up were some of the major factors that hinder the practice of the components of HDP.
- Reducing the heavy workload of teacher educators and the class size were suggested as solutions by teacher educators.

## **5.2 Conclusions**

Based on the results, the following conclusions were made.

- The teacher educators benefited from the HDP training. i.e., the training has an impact on teacher educators' teaching performances. This is understood from their regard to the components of HDP. Although they are not actually practicing the components in the

classroom, their justifications for not practicing imply that they value the components.

- The prevailing practice of the components of HDP was poor. Thus, it is difficult to say that the components of HDP are fully practiced in the college. The trend of using the lecture method frequently and assessing students based on examinations as mere modes of teaching and assessment were emphasized. This implies that teacher educators have not used the different active learning methods to raise students' engagement in the learning process. Moreover, the various continuous assessment techniques were not fully practiced in the college.
- Many factors affect the implementation of the components of HDP. These include large class size, heavy workload, and shortage of time, teacher educators' lack of commitment, poor coordination and lack of support at different levels and pupils' reluctance to express their ideas in front of their friends.

### **5.3 Recommendations**

The researcher suggested the following recommendations in light of the summary and conclusions made.

- The government and other bodies are expected to make an utmost effort to reduce the large number of students in a class so that class size will be optimal.
- Committees have to be organized to monitor the practice of the components of HDP at department, the college and regional level.
- The heavy workload of teacher educators ought to be reduced for effective implementation of the components of HDP at the college.
- The current mode of teaching which focused on traditional lecture method should be changed. It should place emphasis on increasing

students' engagement in the teaching-learning process i.e., encouraging students to involve in the learning process.

- The actual context of the college and its influence on the teaching-learning process should be considered and given due attention.
- Further researches on the area should be conducted in other institutions. Other institutions (colleges) should also explore the impact and practice of HDP in promoting teacher educators' classroom activities, so that a conclusive generalization could be drawn.

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## Appendix-1

**Addis Ababa University**

**College of Education**

**Department of Curriculum and Teacher Professional Development Studies**

**Questionnaire for Teacher Educators**

The purpose of this questionnaire is to obtain information about the impact of Higher Diploma Program on teacher educators' practice. Your genuine response contributes much to the success of the research to be undertaken. Hence, you are kindly requested to fill the questionnaire.

*Thank you very much!*

I. Here is a five-point scale to measure your attitude towards HDP. Please put a (√) mark to show your level of agreement. The scales are Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, and Strongly Disagree=1.

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	The HDP is interesting and enjoyable					
	The School placement was useful					
	The HDP helped me to improve instructional quality					
	I have an interest in enhancing student learning as a result of HDP training					
	HDP helps me to use alternative instructional methods					
	I do not enjoy the HDP training					
	HDP improves my teaching effectiveness					
	HDP helped me to acquire skills in applying active learning techniques					
	I believe that HDP is impractical in our situation					
0	HDP contents were challenging					
1	HDP helped me to use different assessment techniques					
2	HDP should be encouraged being it improves student learning					

**II. Questionnaire for teacher educators on the impact of HDP on their performance.**

Please respond to the items below by putting a (√) mark under the columns “High”, “Moderate”, “Low”, and “Not at all”.

	Item	Alternatives			
	The HDP has helped me to:	High	Moderate	Low	Not at all
1	prepare my lesson well				
2	encourage my students to debate on their ideas				
3	state my lesson objectives				
4	talk to colleagues about my lesson				
5	review my lesson plans				
6	apply new methods of teaching				
7	organize different activities for different groups				
8	use active learning methods				
9	relate my assessment techniques to course objectives				
10	participate in action research				
11	use continuous assessment				
12	become reflective teacher educator				

## Appendix-2

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Questionnaire for Students

The purpose of this questionnaire is to obtain information about the impact of Higher Diploma Program on teacher educators' practice. Your genuine response contributes much to the success of the research to be undertaken. Hence, you are kindly requested to fill the questionnaire.

*Thank you very much!*

Please respond to the items below by putting a (√) mark under the columns "Always", "Often", "Sometimes", and "Never".

	Activities	Alternatives			
	The teacher educator:	Always	Often	Sometimes	Never
1	introduces the objectives of the lesson				
2	gives clear instructions to activities				
3	provides selected activities that require students' involvement				
4	creates opportunities for reflection				
5	provides individual and group activities				
6	evaluates students' performance based on continuous assessment				
7	uses lecture method				
8	guides students during group discussion				
9	uses active learning methods of teaching				
10	provides activities that motivate students to participate in discussion				
11	provides activities that encourage students' creativity				
12	Provides appropriate feedback for students				

## **Appendix-3**

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### **Interview Guide for HDL, HDTs, Department Heads and VAD**

1. Do you think that HDP is relevant for teacher educators? Why?
2. How do you see the impact of HDP in improving teacher educators' teaching performance?
3. Do you think that the school placement is important? Why?
4. What do you think are the constraints to apply the components of HDP in the actual classroom?
6. What measures should be taken to reduce the constraints?
7. What is your feeling (general) outlook regarding HDP?

## **Appendix-4**

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### **Questions for Focus Group Discussion for Teacher Educators**

1. Some teachers say HDP does not have any relevance to improve teacher educators' teaching performance? How do you react to this?
2. How do you see the importance of HDP for professional development of teacher educators?
3. Do you think that your Institution's situation is conducive to implement the components of HDP?
4. What are the constraints that prohibit the implementation of HDP components in the actual classroom?
5. What measures should be taken to reduce the constraints?

## Appendix-5

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### Classroom Observation Checklist

Date of Observation \_\_\_\_\_

Lesson Topic \_\_\_\_\_

Section \_\_\_\_\_

No	Activities Observed	Yes	No	Not Sure
	Did the Teacher educator:			
1	introduce the objectives of the lesson?			
2	use active learning methods?			
3	talk much during instruction ?			
4	encourage students to participate in discussion?			
5	give appropriate tasks in the classroom?			
6	provide (give) appropriate feedback to students?			

## DECLARATION

I, the undersigned, declare that this thesis is my original work and 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.

Name: **Addis Tsegaye Zegeye**

Signature: \_\_\_\_\_

Date: 26/06/2008

This thesis has been submitted for examination with my approval as a university advisor.

Name: **Ato Lemma Setegn**

Signature: \_\_\_\_\_

Date: 26/06/2008