

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

**PARTICIPATION OF INSTRUCTORS IN TEACHER
DEVELOPMENT PROGRAM: THE CASE OF DIRE-
DAWA UNIVERSITY**

BY

ANDOM BERHE

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DEVELOPMENT PROGRAM: THE CASE OF DIRE-
DAWA UNIVERSITY**

**A Thesis Submitted to the School of Graduate
Studies of Addis Ababa University in Partial
Fulfillment of the Requirements for the Degree of
Masters of Arts in Educational Research and
Development.**

**By
ANDOM BERHE**

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Acronyms

AMU – Arbaminch University

BDU – Bahir-Dar University

CPD – Continuous Professional Development

DDU – Dire-Dawa University

ELQIP – English Language Quality Improvement Program

GEQIP – General Education Quality Improvement Program

HDP – Higher Diploma Program

ICT – Information and communication Technology

LAMP – Leadership and management program

MOE – ministry of Education

PD – Professional Development

SET – School of Engineering and Technology

SNMS – School of Natural and Mathematical Science

SBE – School of Business and Economics

SSSH – School of Social Science and Humanities

SOL – School of Law

TDP – Teacher Development Program

UM – University Management

Abstract

This study was conducted in Dire-Dawa University on instructors' participation in Teacher Development Program (TDP). To investigate the nature of instructors' participation in TDP five basic questions were formulated. Proportional stratified sampling and purposive sampling techniques were employed to take samples from the total population. To gather relevant information questionnaire (75 instructors), interview (4-instructors, 6-management, and 3-TDP staff) and document analysis were used. Then after, the gathered data were analyzed quantitatively and qualitatively by using concurrent nested strategy (mixed method). Among the quantitative methods, inferential and descriptive methods were used. The qualitative data were analyzed after collected and categorized. Findings of this research show that, the instructors were participating in few areas, they have benefited from their participation in the available areas of TDP, and the competence of the program facilitators was found satisfactory with some limitations, such as, integrating the discussion with current research out puts and the immediate environment where they can be put in to practice and finally the role of the university management was found unsatisfactory. Instructors were found participating regardless of their pedagogical background and there was no statistically significant difference in getting help across schools in the university from participation. In order to get the desired contribution from the program such recommendations as the program should be led by individuals who are professionally and academically competent, the instructors should be committed for the progress of their own profession, and the UM should change their attitude towards the program were made.

CHAPTER – ONE: INTRODUCTION

1.1. Background of the Study

Education has many roles to play in the lives of the people; when more people become educated, people will live in a better social environment and the benefit is enjoyed by the entire society. In the education sector, in order to give quality service to the community the organizations in the sector must have skilled and knowledgeable task force.

Teaching as a social process requires the cooperation of many people at various positions in educational matters. Educational institutions for the effective accomplishment of tasks have to obtain the contribution of teachers by making them involved in activities that are of their professional concern.

The colleges and universities should be the centers of excellence and human resources development to the maximum should be the main objectives of higher education (Mohanty, 2007:4). That is, modern universities should be the centers of excellence and teachers as well as students should be engaged in the pursuit of excellence. To do so, Mohanty argues;

Teachers should keep themselves abreast with the latest trends, knowledge, and skills through self study, participation in various orientations, and refresher courses and conducting research studies. Their preparation and acquiring knowledge and skill is not once for all, but a continuous process (2007:93).

The initial professional education should be followed by further training during practice until people become fully qualified and certified to practice. Supporting this Hillier argues that; “Once qualified and practicing, people maintain their professional practice through further training and

development (2002: 250-251)." Thus, professional practice is, therefore, seen to be practice that has not threshold standards, continually developed and takes account of new research and development in the field.

This is also underlined by the Ministry of Education (MOE) in its education and training policy. The policy states that, "Teachers, starting from kindergarten to higher education, will be required to have the necessary teaching qualification and competency in the media of instruction, through pre-service and in-service trainings (MOE, 1994:21)". The quality, acceptance, and implementation of the curriculum, utilizing new methods of teaching, and assessing students are partly affected by the degree of participation of staff members of educational institutions, particularly, of teachers.

Supporting this Hillier argues that, "Teachers must take responsibilities for finding out about their learner, and part of their professional practices concerns keeping up to date with pedagogical issues, including how to work with varying groups of learners (2003:248)."

Every major professional operation of the system has staff development dimensions; every assignment and professional aspiration of individual staff members can have its own training component. These should be joined for maximum impact and effectiveness (Bishop, 1976:16). This improvement and development efforts have various objectives or emphasis each require its own unique mode. These are to convey knowledge or information about new ideas, the development of competencies (skill related), and seeking

commitment (a change in attitude).

In general, problematic nature of teaching should be highlighted so that there should be careful attention to the underpinnings of pedagogical reasoning; so important in thinking about teaching. From this understanding, thus, instructors' participation in different areas of Teacher Development Program (TDP) needed to be studied.

1.2. Statement of the Problem

A number of scholars in education suggest research based ideas that elaborate the nature, importance and necessity of the PD. PD activities help teachers to discuss issues about the learning situation, how to implement new curriculum developments, aspects of assessment, issues of equal opportunities and access, and generally how the field is developing. Continually developing one's professional practice is the improvement of one's current level of knowledge and skills.

Our country is currently expanding higher institutions at an alarming rate with undergraduate staffs and even with no pedagogical background. Dire-Dawa University (DDU) is one of the newly established Universities in the country. The university has good record of sending staffs for study degrees in master's and doctorate in no more than two years from appointment. Such further training tends to focus on knowledge extension and research skills development and not on pedagogy and thus, when the staff return, they are in no longer a position as far as teaching ability is concerned.

Many problems are reflected in the University that includes the inadequacy

of qualified staff to ensure effective implementation of its Programs and most of the staff members lack the necessary pedagogical skills.

Accepting and responding to the differences among students is the responsibility of the professionals but due to the inadequacy of PD activities that enable them to cope with the requirement of their profession, being traditional, losing confidence, developing negative emotion and even neglecting their profession are, today, the main manifestations of our instructors. Understanding this, PD has documented as a guide line by MOE underlining that, "There are limited /no staff development opportunities at school level or any other supporting mechanism that will enable teachers to use active learning methods in the classroom (MOE, 2003:1)."

This shows that, at present instructors do not have adequate opportunities for professional and career development, and they need proper initiative for innovation and creative work, suitable orientation in concepts, techniques and value systems to fulfill their role and responsibilities. Thus, these instructors should participate, before starting and during teaching, in PD that encourage discussion among instructors, group problem solving, and classroom demonstrations and give instructors many opportunities to practice new skills and receive performance feedback until the skills become a routine part of their teaching.

Furthermore, although studies concerning instructors' participation have been conducted in different institutions, it seems that there is no study done in DDU concerning this issue while participation of instructors in PD

activities is essential. In light of these facts, the study attempted to get answers to the following basic questions:

1. In what areas of TDP do instructors participate more?
2. What good lessons have instructors drawn from their participation in TDP?
Is there a significant difference across schools in getting benefit from participation?
3. How do instructors evaluate the overall competence of the TDP facilitators?
4. Is there a significant difference of participation in TDP between instructors with and without pedagogical background?
5. How supportive is the university management (UM) for instructors' participation in TDP?
6. What are the challenges that affect the participation of instructors in TDP?

1.3. Objective of the study

General Objective;

The main objective of this research is to find out the nature of instructors' participation in TDP in Dire-Dawa University (DDU).

Specific objectives:

1. To assess the areas in which instructors participate more in TDP,
2. To point out the lessons drawn by participant instructors from TDP, to look the competence of the facilitators, and to see the role of the university management (UM) in TDP.
3. To identify and suggest valuable solutions if there are problems that hinder

instructors' participation in the program.

1.4. Significance of the study

The study has the following significance:

1. To provide necessary information to all the institution's community, such as, instructors, authority figures and policy makers about the role of PD activities in teaching-learning process.
2. The findings of this study will generate an interest and serve as cornerstone for others who have an intention to study the problem in depth.

1.5. Delimitation of the study

This study was geographically delimited only to one of the public Universities in Ethiopia which is DDU. The study was also delimited to assessing instructors' participation in TDP in the last four years (2000-2003EC.). Among the variables related to TDP, the study focused on areas of TDP that instructors participate more, competence of the facilitators of the program, the role of the management, instructors' pedagogical background on participation and the challenges TDP experiences.

More specifically, the role of the university management (UM), competence of TDP facilitators, and instructors' pedagogical background was considered as independent variables, where as the instructors' participation in TDP treated as dependent variable. The student researcher made this delimitation so as to make the study manageable in terms of time, resources, e.t.c.

1.6. Limitation of the Study

The main limitations of the present study were high turnover of instructors and the program (TDP) staffs. In addition to this, lack of access to any kind of documents, except annual plan, from the program office was another challenge. This limits the student researcher from getting the desired data, such as, number of instructors who were enrolled and completed the program. This is due to poor documentation habits and high turnover of the program facilitators and coordinator.

1.7. Definition of important terms

Professional development: refers to all types of professional learning undertaken by teachers beyond the point of initial training (Craft, 2000).

Teacher Development: is the professional growth a teacher achieves as a result of gaining increased experiences and examining his/her teaching systematically (Villegas-Reimers, 2003).

Teacher Development Program (TDP): is a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Villegas-Reimers, 2003).

1.8. Organization of the Study

The study has five chapters. Chapter one maps out the overall background, statement of the problem, and objectives of the study, significance of the study, delimitation and limitation of the study. The second chapter is devoted to the review of related literature. The third chapter focuses on

research design and methodology. The fourth chapter covers data analysis, results and discussion of the data. The last chapter provides summary of the findings, conclusion and recommendations.

CHAPTER – TWO: LITRATURE REVIEW

In this chapter, different subtopics related to Teacher Development Program (TDP), such as, what is Professional Development (PD), what is TDP, Areas of TDP, the need for (benefits of) TDP, roles of university management (UM), TDP in Ethiopian context, challenges of TDP are included.

2.1. What is Professional Development (PD)?

There are many definitions given to PD as many as the professions. But there are some points up on which most of the professionals agreed. Various types of people engage in PD including instructors (teachers), lawyers, health care professionals, and engineers. Aytaged suggests that, different professionals need and prefer different paths to develop themselves (2007). These individuals often have a desire for career longevity and personal growth. They are, therefore, willing to undergo the necessary training to obtain these goals.

Hustler (2003) defines PD as an activity where people come together, either formally or informally, and shares their experiences with each other.

Supporting to this, Ganser, Fielding and Schalock, suggest that, when looking at PD, one must examine the content of the experience, the process by which the PD will occur and the contexts in which it will take place (Ganser, 2000; Fielding and Schalock, 1985, cited in Villegas-Reimers, 2003). Whenever, PD is to undertake by different professions and at different times, the content, the strategy to employ to deliver, the interaction to be

made among the participants, and the conduciveness and attractiveness of the environment under which the process will be held really determines the productivity and progress of the program.

Most definitions of PD emphasize its principal purposes as being the acquisition of subject or content knowledge and teaching skills.

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, 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 (Hoyle, 1980; Joyce and Showers, 1980, cited in, Day, 1999:4).

PD is the process where skills and knowledge an employee gains to maximize his/her personal development and job growth. The opportunities involved in career development can range from workshop attendance, to entire semester/years of academic courses, to different services provided by various development providers.

In general, PD opportunities take many forms but all share the basic goal to show that the strategies and solutions for doing their job more successfully in an efficient and effective way to the participant.

2.2. What is Teacher Development Program (TDP)?

The new complexity of instructors' role and the inability of initial teacher training to provide all the knowledge and skills which a future instructor

may need provide an adequate theoretical justification to the establishment of PD enhancing programs.

Aytaged suggests that, “different professionals need and prefer different paths to develop themselves. A consideration of such needs and interests should be reflected in any instructors’ teaching enhancement program (2007:16).”

Glatthorn defines “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically (Glatthorn, 1995, cited in Villegas-Reimers, 2003).” That is, instructors’ are conceived of as reflective practitioners, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge. Instructors want the best for their students; in particular, they want their students to have the best possible learning opportunities and outcomes. Often at their own time, instructors’ seek new teaching ideas, new resource and equipment to improve the learning to their students continuously. Supporting the above ideas, Bell and Gilbert argues;

Teachers seek to improve their teaching skills, their relationships with the students and their management of the schools in which they work. After completing the initial teacher education required in most societies, teachers continue to learn about teaching and learning throughout their professional lives (1996:1).

To strength this idea, Bell and Gilbert (1996), recommends that successful PD 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 role of TDP is to aid instructors in building new pedagogical theories and practices and to help them develop their expertise in the teaching-learning process.

2.3. Areas of TDP

While different instructors (teachers) seek different kinds of PD with in education today, the professional growth they seek includes responses to such concerns as to continuity, differentiation, curriculum, assessment and others which are relevant, meaningful, and useful to the students, and resources to support teaching and learning (Schulman, 1993, cited in Bell and Gilbert, 1996). Here below is a description of some of the areas that are recommended to be included and center of discussion in TDP.

2.3.1. Induction

Many literatures consider induction as one most important aspect of TDP. Induction is seen as creating an incentive for retaining new staff, increasing the commitment of experienced instructors and providing an institution based means of PD. “New teachers need induction provision in order to ensure the smoothest possible transition from initial teacher training through induction to other PD activities (Bleach, 1999:3)”. This includes knowledge about the potential of different forms of classroom management, knowledge about the school as an institution, and appreciation of the culture of community from which students’ are drawn.

The purpose of induction is to ensure the effective integration of staff into or across the organization for the benefit of both parties. Research has shown that tailor-made induction programs increase staff retention (Bleach, 1999).

Tailor-made induction program should also be available for groups such as job-sharers, temporary staff, promoted staff, and transferred staff. New employees get off to a bad start and never really understand the organization itself or their role in it (Bleach, 1999). This may lead to poor integration into the team and low morale, particularly for the new employee and loss of productivity.

Always, so that, within an institution there should be an induction program where all, new and experienced, staff to participate since it serves as a bridge to deal with professional and academic activities in the future.

2.3.2. Higher Diploma Program (HDP)

Higher Diploma Program (HDP) for teacher educators is a national initiative program focusing on the improvement of the quality of education in Ethiopia through a licensing training program that develop the skills and professionalism of teacher educators (GEQIP, 2008). In Ethiopia, the HDP was developed in 2003 to meet the identified needs of teacher educators and to support the implementation of the Teacher Education System Overhaul (TESO). It is now a compulsory qualification for all teacher educators and is run in every Teacher Education Institution (TEI) in Ethiopia including Dire-Dawa University. The HDP is a practical program and takes one academic

year to complete, alongside candidates' teaching commitments. HDP is a one year course provided to a cohort of between 10 and 40 teacher educators at each teacher education institutions in a given year (GEQIP, 2008). The objectives of the HDP are to enable teacher educators to improve the quality of pedagogy through continuous development, develop teaching as a skill, based on sound theoretical knowledge and experience, be involved in action research and develop team working skills are the main.

2.3.3. English Language Quality Improvement Program (ELQIP).

The main objective of ELQIP is to improve the quality of English language teaching and teaching of core subjects in English (GEQIP, 2008:59). There are a number of reasons for the introduction of ELQIP in higher education institutions. These are: Instructors' limited ability to apply skills acquired in training to the class room situation, level of proficiency displayed by the instructors remained lower than the required, and the systematic inadequacy in a number of key aspects of English language teaching (GEQIP, 2008).

2.3.4. LAMP (Leadership and Management Program).

Educational institutions don't only provide services; they also create the settings, in which most of their employees spend their productive age, contributing to the realization of their objectives. In this respect they have a profound effect on the behavior of their workers. These workers in order to interact and carry out their tasks successfully, they need to be well equipped

with the applications of skills and techniques in human relation, organization structure, communicating and managing change (Adane, 2005). Leadership and management becomes a major activity in an institutional context where people become organized and create a formal and stable relationship (Ayalew, 1991, cited in Adane, 2005). Walelign and Getnet (2005), recommends that, in an institutional system there are common set of activities that are designed to promote and direct organizational purposes that are needed to be carried out by staff. These are, planning, organizing, staffing, and Evaluating/controlling. So that all staffs of educational institutions are required to possess these basic skills of performing tasks and one of the main instruments to enhance these skills to staff is the TDP. The TDP office should be given a considerable value and attention in such a way that as it is the center of basic skills that are needed to be possessed by the community of the institution.

Generally, these basic skills are very important because without which effective working and controlling systems are not possible.

2.3.5. Assessment Techniques

Classroom assessment techniques essentially allow instructors to know what and how their students are learning, and they can then come up with lesson plans and activities accordingly. As to Angelo and Cross Classroom assessment is both a teaching approach and a set of techniques. As to them,

The approach is that the more you know about what and how students are learning; the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-

graded, anonymous, in-class activities that give both you and your students useful feedback on the teaching-learning process (Angelo and Cross, 1993:4).

Now a day, educational institutions are facing numerous challenges with regard to assessing students with diverse characteristics. As schools enroll increasingly diverse student populations, most educators will at some point or another, confront the challenge of assessing students with additional needs. Consequently, educators must design assessments that give clear, ongoing information that distinguishes what students know and can do from their learning challenges.

Instructors need knowledge and skills in assessment to maintain a student focus, that is, the ability to identify exactly what students know and can do is a prerequisite for teaching that is responsive to each student's needs.

2.3.6. Knowledge of Basis (content knowledge)

Another area of interest for many instructors seeking PD are increasing and updating subject knowledge, and preparing the subject knowledge for teaching and learning activities. Schulman (1993), cited in villegas-Reimers (2003), defined Content Knowledge as the teachers understanding of the substantive structure of the subject, which is of the basic concepts which delineate the subject and the ways in which they are related. It is also the instructors understanding of the syntactical structure of the subject, that is, of the ways in which its truth is established through the interrelationships within that structure. PD should refresh and improve teachers' knowledge of

the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter.

2.3.7. Information and Communication Technology (ICT).

Ultimately, all teacher development programs will have as one of its aims the improvement of pupil learning through technology. UNISCO identified three basic skills required by the work force of educational institutions of the 21st century society. These are, Technology Literacy Approach, Knowledge deepening Approach, and Knowledge Creation Approach (UNESCO, 2006, cited in, Temtim, 2007). PD may enable practitioners to widen their understanding of society, in particular of information and communication technology (ICT). Wingspread Group (1993) cited by Rogers (2007), in Temtim (2007), suggests that effective education goes beyond lecturing and that the role of teachers will gradually change away from lecturing toward facilitation of meaningful experiences and this can easily enhance through the use of ICT.

ICT offers an increasing range of ways of linking with PD opportunities, including simple data collection, supported open learning programs which have interactive elements built in via electronic conferencing and email support with a tutor and fellow students, as well as personally initiated dialogues with colleagues about practice.

Some institutions undermine the role of ICT in the teaching-learning processes. That is, the expansion of ICT and enhancing the desired skills to its users are not recognized to the desired level. ICT is experiencing a

number of challenges, Temtim (2007), a study done in Addis Ababa University in college of Education, such as, Administrative problem, lack of computer skill, lack of time for training and practice, lack of incentives and infrastructure problems take the front line.

Studies done on ICT in Addis Ababa high schools and on PD in BDU found some limitation. The availability and the use for data processing and communication peripherals, such as, photo copy machine, computer printers, scanners, and LCD projector were found very little (Yikurabachew, 2008, and, Wubnesh, 2010). The use of computer network and internet to the maximum advantage level was found weak in most training centers.

By making desired level of amendments on the limitations that are observed now in and out, educational institutions should able to utilize technology to the maximum level.

2.3.8. Counseling

Most personal, relationship or identity problems can be helped through counseling, including adjustment to campus life, studying problem, problems regarding confidence and motivation, and relationship difficulties. It could also involve adjusting to a new culture or dealing with dilemmas or difficult decisions, as well as more specific problems such as addictions or eating problems. Instructors should be introduced to the basic counseling and guidance ideas and skills for responding to students psychological, emotional, and developmental issues, and to learn to identify students in need of additional academic or personal counseling. Because, effective uses

of these skills can facilitate better relationships with students, colleagues, and even family members.

By necessity, today's teachers do much more than deliver instruction. In the classroom, on the playground, or even in the parking lot, teachers are often called upon to respond quickly and appropriately to students' social and emotional needs, drawing from instinct more than anything else (Guiffrida, McCarty, Lloyd, 2007:2).

The student will gain most benefits if he/she participate in guidance actively, attend sessions on time and by being open and honest with the instructor. Guidance skill equipped instructor can, then, help his/her students with exploring their feelings and thoughts on their current situation, their problems and possible solutions, how they might deal with things differently in the future.

Faculty, staff, and administrators are often first to notice or be approached by students with problems. But, unfortunately, most have no training and feel unprepared to handle these issues, which can lead to avoiding them altogether or getting in over one's head (Guiffrida, McCarty, Lloyd, 2007:6).

That is, the attitudes, knowledge and skills which instructors need in order to provide effective guidance to students as well as parents are ones which will help them develop collaborative working relationships.

2.3.9. Continuity

Continuity of learning takes place when students move between different structural sectors of schooling and has been an ongoing concern for many teachers. It requires the systematic coordination of the professional activities of the teachers (instructors) on both sides of the (often) four structural divides (Bell and Gilbert, 1996):

- i. Kindergarten to primary
- ii. Primary to compulsory secondary
- iii. Compulsory secondary to optional (senior) secondary
- iv. Senior secondary to tertiary

Higher education instructors are responsible to have a good awareness and understanding about the different structural divides and particularly about the senior secondary school culture. Because the secondary school students are the one who join the higher education institutions and these students have their own culture. In order to create all students centered teaching-learning environment the students' prior educational, cultural, behavioral characteristics should be considered.

These are subtle but real differences between many teachers in the various sectors in terms of their professional commitment with respect to the status of the subject matter taught the purpose of education, and the nature of teaching and learning. So that, instructors are responsible organisms to have good understanding about the structural sectors of education and able to find means through which the gap of the structural sectors can be closed.

2.3.10. Progression

Progression is another area of concern for some instructors seeking PD. It is essentially a requirement of a curriculum in response to governments, instructors' and parents concerning to account for progress in teaching and learning. Fensham proposes that a more appropriate basis might be the

purpose and aims of education. That is, teachers are always responsible to closely assess their students' progress against the formerly established purposes and aims (Fensham, 1994, cited in Bell and Gilbert, 1996).

2.3.11. Differentiation

Another area for which some instructors seek PD is Differentiation, or ensuring that the learning expected of a student at a given time is closely geared to the current learning skills and attainment status of that student, and that the prior experience, knowledge, interests, concerns, and values of the students should be taken in to account (Bell and Gilbert, 1996). Classrooms are peopled by students of different motivations and dispositions to learning, of different abilities and from different backgrounds. Teaching, therefore, is a complex process. Although organizational complexity may be reduced, e.g., through setting, successful teaching will always demand both intrapersonal and interpersonal skills, and personal and professional commitment. It is a synthesis of the head and the heart (Day, 1999).

This discusses characteristics of students' in terms of their different educational, psychological, physical, social, socio-economic and cultural circumstances.

2.3.12. Curriculum Knowledge

This is knowledge of the official curriculum, the particular examination prescriptions, of the institution (school) curriculum, and the materials, for example, textbooks, which are used in teaching. This includes Pedagogical Context Knowledge, context based teaching-learning experiences, which is

the form that content knowledge(knowledge of the subject matter) takes in order that it can be effectively taught; for example, explanations that can be legitimately given, examples and illustrations that can be used to good effect; instructional materials. Teacher who participated in sustained curriculum-based PD reported changes in practice that, in turn, were associated with significantly higher student achievement scores on state assessment (Darling-Hammond, 1999, cited in Villegas-Reimers, 2003).

The way the curriculum is understood is linked to instructors' constructions of their personal and professional identities. Content and pedagogical knowledge cannot, therefore, be divorced from teachers' personal and professional needs and moral purposes. It follows that professional development must pay close attention to these (Day, 1999:2).

Research demonstrated that many teachers asked to accept a curriculum understand neither the substance of the innovation nor how they are supposed to implement it (Armstrong, 1983). As a result, instructors may not understand rationales lying behind the innovation and specific role changes that will be required of them as they implement it. And, therefore, class room instructors lack of awareness about curriculum is the same as to ignorance about the essential of professional abilities required of them. One of the best ways and means instructors can clearly now what is being done in their professional areas is participating in TDP. So that, there should opportunities where instructors can explicitly discuss curriculum related issues.

To sum up, any act of teaching-learning process is not linear rather, cyclical. To start with, a teacher must comprehend the material to be taught, that is, grasp the relevant content knowledge. This must be then transferred, by the use of pedagogical content, in to a form in which it can be taught.

Note that, while each area (sub-component) is presented separately, should be understood there is a strong relationship between and within each sub-component in in-service as well as across to pre-service quality improvement. The actual teaching, what Shulman calls instruction, then takes place, accompanied and followed by an evaluation of the effectiveness of that instruction in fostering students' learning. The teacher then reflects on the significance of that evaluation for teaching when the particular cycle is entered again (Shulman, 1987, in Bell and Gilbert 1996).

2.4. The Need for (Benefits of) TDP

PD activities help instructors to discuss issues about the learning situation, how to implement new curriculum developments, aspects of assessment, issues of equal opportunities and access, and generally how the field is developing. Continually developing one's professional practice is the improvement of one's current level of knowledge and skills.

Teacher education programmes continue to graduate beginning teachers who are motivated and confident in their ability to enter the teaching profession and to engage in a real teaching (Kogan, 1992; Kane, 1993; Laughram et al, 2001; Russell and McPherson, 2001). Yet it is reported repeatedly that the reality of the first year of teaching quickly shatters this illusion of adequate preparation (Beijaard et al, 2005:134).

There is a direct relationship between participation of teachers in TDP with improvement of teachers practice and the increasing level of students' achievement (Cohen and Hill, 1997; Borko and Putnam, 1995; Warwick and Reimers, 1995; Darling-Hammond, 1999, cited in villegas-Reimers 2003). Instructors who are engaged in cycles of effective professional learning take greater responsibility for the learning of all students; they do not dismiss learning difficulties as an inevitable consequence of the home or community environment (Timperley, 2008:9). This illustrates that when instructors engaged in more TDP areas they will be, more than ever, sensitive to their students learning difficulties. Any institution has a variety of people working within it, with a range of experience and needs that vary in the effectiveness of their teaching. TDP that improves the learning of all students deepens the participants content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

So that, these people should able to receive different opportunities to respond to their different educational interests and needs.

PD has attracted increasing attention in recent years. Faced with rapid change, demands for high standards and calls for improving quality, teachers have a need, as never before, to update and improve their skills through professional development (Craft 2003).

Aside from the individual satisfaction or financial gain that teachers may obtain 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 (Villegas-Reimers, 2003:19).

Supporting this Timperley (2008), states some fundamental reasons on the need to participate instructors on teacher development program as follows;

1. Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.
2. Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behavior and meet external demands.
3. It is important to set up conditions that are responsive to the ways in which teachers learn.
4. Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

So that anyone who is responsive for PD should be able to understand these and other related facts about the teaching learning process and should create situations where these facts can be grounded in the daily practices of the instructors.

Anna Craft (2003) again suggests some reasons for the need of PD program in all educational institutions. As to Craft, there are many reasons for undertaking PD, such as, to improve the job performance skills of the whole staff or groups of staff, develop the professional knowledge and understanding of an individual teacher, to make staff feel valued, to promote job satisfaction; and to enable teachers to anticipate and prepare for change. In addition to this, many literatures suggest that, TDP's role in equipping instructors about how students learn, the decisions that the instructors pass, the approach of class room management the instructors employ is very important. Understanding these like contributions of TDP, all concerned bodies should be able to provide a considerable value that can run the program effectively and bring the desired change among its participants through it.

2.5. Role of University Management (UM).

Designated educational leaders have a key role in developing expectations for improved student outcomes and organizing and promoting engagement in professional learning opportunities.

In most educational jurisdictions, designated leaders have responsibility for promoting professional learning and development opportunities for

instructors. Effective PD may take place outside the institutional environment, but if it is site-based, it is important because leaders are actively involved. Timperley (2008,p.22-23) suggests, Leaders may undertake multiple roles, depending on their positions and expertise, but three roles appear to be crucial for gaining and maintaining the interest of instructors and ensuring that their learning is ongoing: these are;

2.5.1. Developing a Vision of New Possibilities

This role involves developing a realistic vision of better student outcomes, more meaningful curriculum content, or different pedagogical approaches. A vision of this kind can serve as a powerful catalyst for instructors to engage in new learning and to formulate specific goals for their learning. Establishing a vision in which new things are possible is best done through everyday activities not decontextualised pronouncements.

One of the most powerful means of gaining instructors commitment is to provide proof, obtained through monitoring, of improved student progress towards identified goals. Leaders need to find ways to demonstrate such progress.

2.5.2. Leading Learning

Even if leaders do not have expert understanding of the content of new knowledge, and therefore choose to make use of external expertise, they are responsible in several ways for managing instructors' engagement in the learning process. These include, ensuring that instructors understand new

information, engaging dissonance constructively when existing assumptions are challenged, ensuring that instructors have productive opportunities to learn, and providing incentives for instructors to continue to enact the new learning in practice.

2.5.3. Organizing Learning Opportunities

Institutions do not thrive on visions alone, so leaders must ensure that professional learning opportunities are well managed and organized and that appropriate conditions are in place for the extended engagement that in-depth professional learning requires. By participating in PD themselves, leaders who do not have specific expertise can develop the understandings they need to create conditions that will support their instructors' ongoing learning.

With this regard Aytaged, recommends, "...the quality of higher education is a function of everybody in the system. Thus, teachers, administrations, librarians, technical and support staff should continuously develop themselves (2007:75-76)." Leaders need to recognize that bringing about substantive change is a complex business and reduce competing demands accordingly. It is particularly important to ensure that other innovations taking place in the school are theoretically coherent with the new learning. PD can succeed only in settings, or contexts that support it and the role of leaders in establishing such contexts takes the largest share. Many scholars identifies the most important ingredients of PD in educational institutions is leaders using the best available knowledge to create professional learning

within a high-performance culture that improves teaching in all classrooms for the benefit of every student.

So that University managements should support the center where, in large extent, this change is shared and sensed.

2.6. TDP in Ethiopian Higher Education Institutes Context

In Ethiopia, different researches conducted by different scholars at different times related to PD in higher education institutions (Wossenu, 2002EC; Aytaged, 2007; Wubnesh, 2010; Anto, 2007; Manna and Tesfaye, 2000) revealed different strengths and weaknesses on PD of Ethiopian instructors. Many of them address that, based on their study, on most of the participants did not made diagnosis of needs and receive any formal orientation before they were given job assignments. At the same time many of them conclude that instructors decide to stay in the teaching profession if they get professional support.

Moreover, they conclude that there were problems in assigning professional leaders in the institutions to manage PD of instructors. In addition to the above researchers which are geographically delimited, a major and comprehensive study was carried out by ministry of education in CPD. This research indicated that there were no CPD supportive environments in schools/institutions (MOE, 2003).

Another study made by MOE to assess the impact of TDP-I shows some limitations and strengths. Some of the limitations were; developing too ambitious plan (Unrealistic plan), the coordinators were incompatible with

the complexity and magnitude of the program (GEQIP, 2008). And at the same time the study shows as the program had some opportunities. That is a number of teachers and instructors who attend the program brings a change in the actual teaching learning processes.

2.7. Challenges of TDP

Teacher development and teaching faces a daunting array of challenges. As measures to inspect schools and appraise instructors have been introduced under the banner of modernizing teaching, instructors have often felt a lack of ownership and a lack of self-worth.

Within the context of rolling reform and piecemeal implementation, the PD of teachers has become a high-profile, politically hot issue. Civil servants, politicians, professional associations, private sector companies, universities, schools and local politicians, all are stakeholders in teachers' professional development (Campbell, McNamara and Gilroy, 2004:13). Thus, satisfying the demand of these stake holders by itself is a challenge.

Bell and Gilbert (1996), the challenges stem from the teacher themselves (Teachers seek varied PD in order to help all their students, and particularly those from social groups who currently seem to be underachieving), Parents (who are concerned that the young people in their families are prepared more effectively for adult life, particularly in terms of being able to get, hold, and exchange waged employment) and from people in a government (challenges arise from people in government who declare that they want to improve national economic performance by increasing over all educational

achievement). There are, thus, many demands on teachers (instructors) to improve their teaching (professional role).

These challenges for instructors (teachers), teaching, and teacher development, which are publicly declared from at least three different sources, seem compatible in theory. Yet it has become very evident that they are not compatible in practice in many countries. Governments having control of law and resources are taking greater control of the detail education (Bell and Gilbert, 1996).

Bell and Gilbert (1996), many in the bureaucracy and government see teacher development as problematic, with respect to:

1. The time taken to bring about change
2. The low proportion of teachers who engage with requested changes
3. The funding implications of universal teacher development
4. The lack of career incentives to entice change

Wylie, 1992, Briscoe, 1991, cited in Bell and Gilbert, argues that, many instructors even after attending an in-service course feel unable to use the new teaching activities, curriculum materials or content knowledge to improve the learning of their students. Due to that many teachers feel frustrated in their attempt to change.

This frustration may lead some teachers to develop a cynical view of new initiatives and to hold back from further PD. This may, even, persuade them to leave the teaching profession. Teachers also express concerns about;

1. Feeling of powerless of being told what to do (for example, some curricula are prescribed to a high level of detail, with no room being left for professional decision making)
2. The demands made on their own time to undertake the development activities, which may imply that such activities are not valued by the school
3. Perceived lack of resources to support the change
4. The fatigue from attending too many meetings
5. The lack of encouragement for and valuing of innovation in the classroom
6. Not seeing how an innovation can be actually implemented in the classroom, that is, what they have to do differently (Wylie, 1992, Briscoe, 1991, cited in Bell and Gilbert, 1996).

Vonk (1995) cited in Villegas-Reimers (2003), forwards some challenges to PD, these are, lack of insight in to the process of teacher PD, insufficient correspondence between demand and supply, and the providers transmit only the knowledge and skill they have regardless of their relevance to the recipients. Facilitators and tutors for PD activities are supposed to be selected from the teacher educators with evidence of stronger pedagogical background.

An instructor is considered as the man or women with full professional responsibilities for the education of students and young people who are in attendance at educational institutions. It must be recognized, however, that the instructor is only one of the adults with whom the student comes in to

constructive contact. Instructors are the most expensive element within the institution system and should be trained and utilized as effectively as possible.

CHAPTER – THREE: RESEARCH DESIGN AND METHODOLOGY

In this section, research design, Research Setting and Population, Sampling Techniques and Procedures, Instruments and Procedures of Data Collection, and Processes of Data Analysis are presented.

3.1. Research Design

For the purpose of this investigation, both the qualitative and quantitative (mixed) methods of inquiry were employed. Among the mixed method designs, concurrent nested strategy was utilized. Concurrent nested strategy is a mixed research design in which both quantitative and qualitative data are collected simultaneously, thereby; a researcher can gain broader perspective as a result of using the different methods (Cress well, 2003:220). After collecting the data, they were analyzed and interpreted in line to the requirements of concurrent nested strategy.

3.2. Research Setting and Population

This study was conducted in Dire-Dawa University. The university is found in city administration of Dire-Dawa which is found in the eastern Ethiopia, 500kms from Addis Ababa. The university was first a university college established as a branch of Haremaya University as college of law and engineering. Then after, the university college changed to full university in 1999EC with the government's desire to increase the number of universities in the country. The population of this study was 249 instructors working under the auspices of DDU who were, at the time of data collection, on

actual teaching learning process. The TDP office was staffed with six members. Out of the six members three of them were from abroad. One of the six staffs acts as coordinator of the program and the rest five staffs acts as facilitators and trainers. These all, including the university management (UM) and quality enhancement office, were considered as target population of the study.

3.3. Sampling Techniques and Procedures

In DDU there were five schools. All these schools were considered in this study. According to the statistical data procured from the institution, there were 249 instructors who were engaged in teaching learning process. Taking representative Sample of the population is one criterion of a good research. Accordingly 30% of the population was taken as a sample; it is because the participants' similarity outweighs their difference. So that, taking 30% of them was found satisfactory.

To get the determined sample size of the present study, proportional stratified random sampling, Systematic random sampling and purposive sampling techniques were employed. Stratified sampling technique was used to increase the probability of including unique character of each member of the population as well as to ensure proportional representation of the population in the sample from each school. Instructors were stratified on the basis of their school (Faculty). Accordingly, in each stratum, the number of participants to be selected was determined by proportional method (each school represents proportional to its number of staffs). After the required

number of participants was specified, they (the participants) were selected from each distinct stratum through systematic random sampling method (every third individual) from the list of the population. The schools were School of Engineering and Technology (SET), School of Natural and Mathematical science (SNMS), School of Business and Economics (SBE), School of Social Science and Humanity (SSSH) and School of Law (SOL). The summary of the total population and sample participants of the study is presented in Table-1.

Table-1-Population and Sample Size.

School	Population of the study						Sample Participants of the study					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	n	%	N	%	n	%
SET	90	36.14	9	3.62	99	39.76	27	36	3	4	30	40
SNMS	57	22.89	1	0.40	58	23.29	17	22.67	-	0	17	22.67
SBE	28	11.24	7	2.81	35	14.05	9	12	2	2.66	11	14.66
SSSH	46	18.47	4	1.61	50	20.08	14	18.67	1	1.33	15	20
SOL	6	2.41	1	0.40	7	2.81	1	1.33	1	1.33	2	2.66
Total	227	91	22	9	249	100	68	91	7	9	75	100

*NB. The data **don't** include the TDP facilitators and coordinator.*

As one can understand from Table-1-above, 227(91%) of the total population were males and 22(9%) of the population constitute females. Then, 75 (30% of the total population) samples were selected from the total population by

using proportional stratified random sampling method out of which 68(91%) of them constitutes males and 7(9%) of them constitutes females.

Purposive sampling technique was employed to include individuals with rich information, such as, instructors, Department Heads, School Deans, TDP facilitators, coordinator and management of the university.

3.4. Instruments and Procedures of Data Collection

To gather relevant information different data gathering instruments, such as, questionnaire, interview, and document analysis were employed. One questionnaire was prepared and distributed to instructors. Both close and open ended questions were included in the questionnaire. After the questionnaire was developed according to the basic questions conducting pilot study was necessary. Accordingly, pilot study was made in DDU on instructors who were out of the specified participants of the study but that have similar background. The participants of the pilot study were fifteen in number and were selected from all schools (3 from SET, 6 from SSSH, 1 from SOL, 3 SBE, 2 from SNMS by using availability sampling technique). Then after, the collected data was analyzed by using scale reliability test which was made differently for items that measure different issues. Accordingly some items were rejected and some items were amended grammatically and by replacing words.

The cronbach's alpha reliability test for items that measure areas of participation, benefits of participation, and competence of the facilitators were found 0.951, 0.849, and 0.918 respectively and finally the cronbach's

alpha reliability item test that measure the support of the UM was found 0.730 (see Appendix-E). These results show that the items can measure the desired information consistently across different participants.

Interview was used to gather data from UM, TDP staff, School deans, department heads and the instructors. The interview held with UM was to assess the importance of instructors participation in TDP, their role in supporting and encouraging the program and its participants, the challenges the program faces and solutions to minimize the impact of the challenges. In addition, the program facilitators were interviewed regarding the area of focus they facilitate, the challenges and solutions to improve the program. Finally interview was held with some instructors, department heads, and school deans who were considered by the student researcher as rich in information regarding the area of TDP given, the role of the UM, the challenges the program faces and suggested solutions. The validity for the items of interview and open-ended was assessed by using triangulation from the participants of the pilot study, documents analyzed, and from comments made by the TDP staff. Accordingly some amendments were made in such a way that can be measured through the items valid information.

Finally the items, for the questionnaire and interview, were reviewed by three language professionals, one from Addis Ababa University PhD student and two from DDU who teach English language.

Moreover, different documents which include long and short term plans of the university were assessed as per the requirements of the basic questions.

But no any documents were consulted related to the works, short and long term plans of TDP (except annual plan of 2003EC that deals with budget). This is because the student researcher was not able to get the desired documents from the office.

The interview was made by the student researcher himself. It was started by conducting semi-structured interview with the instructors and the authority figures of the institution. The interview was conducted in the respective offices of the participants which were relatively free from noise. The duration of the interview was about forty five minutes for each participant. Moreover, the questionnaire was administered by having permission, cooperation, and coordination of the UM. Adequate orientation on how to respond each item was provided by the student researcher himself; in addition the participants were encouraged to respond honestly to all items because the personal information they provide during the response would be kept confidential. The distributed questionnaire was collected within five (5) days.

3.5. Processes of Data Analysis

In the process of analyzing the data SPSS windows 16.0 was utilized. The outcome of the analysis was presented using tables followed by analysis and discussion on the issues. Preliminary, descriptive and inferential statistics, i.e., Mean, one way ANOVA and t-test were computed.

The mean was used to analyze the areas of participation, lesson drawn, facilitators' competence, and support of UM. The questionnaire to gather information on areas of participation, lessons drawn (help), and competence

of facilitators was with a five rating scale items. To say the participants had a positive or negative attitude, rating scale three was used as a reference point. So that mean scores less than three were reflection of negative attitude which means disagreement of participation and above three was reflection of positive attitude which means agreement of participation.

The role of UM was assessed by using three rating scale items and the analysis was done accordingly, i.e. by taking 1.5 as expected mean of each item. The t-test was used to compute if there is any significant mean difference between instructors with and without pedagogical background in participation. One way ANOVA was computed to assess if there is statistically significant mean difference in getting benefit from participation among the schools (faculties) of the institution in the program. In addition, after the qualitative data were gathered and categorized analysis and discussion was made accordingly.

CHAPTER-FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents background information of participants, data analysis, results and discussion of the study one after another. The results and discussion section presents the findings obtained from the collected data.

Table-2-Participants' Sex, Qualification, Work experience and Educational Background.

Variables	Sex		Qualification		Work Experience					Educational Background	
	M	F	Bachelor	Masters	1 Year	2 Years	3 Years	4 Years	5 Years	Education	Applied
Schools	N	N	N	N							
SET	27	3	14	16	7	18	4	1	-	8	22
SNMS	17	-	8	9	8	5	4	-	-	5	12
SSSH	14	1	5	10	5	5	3	-	2	11	4
SBE	9	2	8	3	5	5	-	-	1	4	7
SOL	1	1	2	0	2	-	-	-	-	1	1
Total	68 (91%)	7 (9%)	37 (49%)	38 (51%)	27 (36%)	33 (44%)	11 (15%)	1 (1%)	3 (4%)	29 (39%)	46 (61%)

Table-2-depicts that, 30(40%) of the participants are taken from SET, 17(22.7%) from SNMS, 15(20%) from SSSH and the rest 11(14.7%) and 2(2.7%) are from SBE and SOL respectively. Out of the total, 68(91%) of the participants are males and the rest 7(9%) are females. Moreover, 37(49%) of the participants are Bachelor's Degree holders and 38(51) of the participants are Master's Degree holders.

Moreover, Table-2-shows participants' work experience and educational background. Accordingly, 27(36%) of the participants have only a one year experience, 33(44%) of the participants are with two years experience and the rest 11(15%), 1(1%), 3(4%) are with three, four and five years experience respectively. As one can understand from the table above, out of the total participants 29(39%) of them are from education background and 46(61%) of them are with applied background.

Moreover, 13 participants are also interviewed. From the total interviewed participants, 11(85%) of them are males and 2(15%) of them are females. The qualification of the participants is limited to three levels; Bachelor Degree, Master's Degree, and Doctorate's Degree which constitute three (23%), nine (69%) and one (8%) respectively. Among the participants, seven of them are from education background and six of them are from applied background. Work experience of the participants ranges from one year to five years experience.

4.1. Results and Discussions

This section deals with presentation of data and statistical computations using tables. The tables will be in summarized form and embody the analysis of descriptive and inferential statistics supplemented by the qualitative data.

4.1.1. On Areas of Participation

PD enable participants to meet other colleagues who are beginning their professional lives, and also meet a different group of experienced instructors

and advisors who can give attention to the participants need for more sophisticated aids and resources. At that time the instructor will hear of other experiences, share problems, begin to establish his priorities, and sort out more general problems from those which may be specific only to a particular institution or classroom.

Here below, presents instructors attitude towards the areas of participation in TDP in which they participated more as rated by them against the following items. So as to examine the desired information the following areas of participation as depicted in the table below were prepared.

Table-3- Results on Instructors' Participation

Areas of Participation in TDP.	N	Mean	StD.
Assessment Techniques.	52	3.92	1.25
Induction (orientation).	52	3.92	1.10
HDP (Higher Diploma Program).	52	3.40	1.39
ELIP (English Language Improvement Program).	52	3.21	1.56
Knowledge and understanding of my main subject field (Content Knowledge)	52	3.07	1.59
Differentiation (Addresses all ethnic groups to ensure their continued participation and success in teaching).	52	2.95	1.36
Progression (ensuring in the teaching process proceeding from simple to complex and accountability).	52	2.94	1.38
Curriculum knowledge, that is, school curriculum including production and utilization of instructional media.	52	2.88	1.35
LAMP (Institutional Leadership and Management Program).	52	2.75	1.49
Students' counseling.	52	2.75	1.41

Information Communication Technology skills for teaching.	52	2.73	1.55
Continuity (sharing professional knowledge in groups representing more than one sector: with primary, secondary school teachers).	52	2.40	1.25
Valid N (list wise)	52	-	-

Table-3-shows the overall mean scores of instructors' participation in different areas of TDP. Analysis of the data show that the participants expressed their agreement of participation more in only few areas, such as, Students Assessment(3.92), Induction (3.92), and HDP (3.40).... As per the data in the table, more than half of the areas of participation listed, the weighted mean of each is less than the expected mean. This means that the participants strongly expressed their disagreement of participation in many of the PD activities. This indicates that the areas of participation for instructors were limited to a very few in number.

Findings from open-ended questions and interviews confirm that the majority of the participants blame on the organization of the program with a few PD areas/activities underlining/in comparison to its pedagogical significance to the teaching learning process. For instance, one informant instructor states:

The areas of participation given under the program are limited and back this limits the opportunity of participation in different areas for instructors. For example, I'm a teacher; in addition to teaching I need to give counseling service to my advisee students. But due to lack of counseling skill, I have been persuaded to send them to psychology department. (I-3, 03/03/2003EC).

The informant believes that due to lack of opportunity in which he can expose himself to counseling skill trainings there by to help his advisee students, his students were wasting their time by moving here and there for counseling service.

Another informant, facilitator, suggested that as the coverage of the program on PD activities was limited because of different obstacles that emanated ranging from the instructors to the top UM and the participant, hopefully, suggested that if these problems are reduced change will come. From his words;

...the main problem of the program is no one that the program considers as determinant input for quality education rather they simply look it as extra task and wastage of resources. Due to that now TDP in our institution is limited to very few areas of participation which are not comprehensive and participatory. To bring change, the administration's commitment, teacher's awareness and building our own capacity are very important. If we able to do this, we'll have a bright future. (I-10, 05/03/2003EC).

In addition to the program was organized with a few areas and considered by the UM as extra-task, it was characterized by a number of problems, such as, lack of comprehensiveness and were not participatory to the desired level.

The top UM, also, commented that the program was not given considerable attention and they thought that they will work hard to strengthen it in the future. One member of the UM, Academic and Research Vice-president, suggested that;

We will work, as new, to establish and organize it in terms of human and material resources in such a way that can increase the areas of

participation under the program and we'll introduce mechanisms through which we can monitor and evaluate the implementation of the program and its progress. (I-13, 05/03/2003EC).

From this, one can understand that the program was not getting a considerable value to serve as a center of experiences for developing practical and theoretical understanding about pedagogy which is the most important thing in education. This is evidenced by the collected data.

Instructors need multiple opportunities to absorb new information and translate it into practice. Learning is cyclical rather than linear, so instructors need to be able to revisit partially understood ideas as they try them out in their everyday contexts. TDP must be organized in multiple areas and directed towards giving concrete practical assistance to educational bodies and teaching staffs in improving the instructional and educational process in institutions, organizing courses for instructors studying and disseminating advanced experience in teaching, organizing optional studies and elaborating immediate problems. But in contrary to this, the instructors were not got the opportunity to participate in different PD activities. Some of the reasons that could result this might be the following.

Some of the facilitators were from abroad. So that they may not have enough understanding about the professional needs of the instructors that help them to include other most important professional activities. In addition, even though some of the facilitators were Ethiopians but they were not pedagogically qualified. This limits their awareness in relation to

which activities of PD should be included in the program. In relation to this, a study done by Anto (2007) on PD of instructors in Arbaminch University (AMU) founds the same result, in which he calls it as Format of PD, that only few areas of PD were widely practiced at AMU even though the relevant areas for improving teaching practice and innovations were hardly practiced by the university instructors. In addition, the study done in Haremaya and Mekelle Universities presents similar background of the program. The studies present that the areas of participation of teachers in PD were limited to very few in number and quality (Haremaya and Mekelle universities 2007, cited in, GEQIP, 2008). The finding of this paper illustrates that, the instructors were not participating in areas that allow (help) them to cover fully their partial understanding about the different aspects of their profession.

4.1.2. On Lessons Drawn (Benefits) from TDP

One of the concerns of this study was to assess the lessons drawn by participant instructors from participating in TDP. Staff development that improves the learning of all students prepares instructors to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement. The following items were prepared to elicit the desired information.

Table-4-Results on Lessons Drawn from in TDP.

AS I perceive, participating in TDP	N	Mean	StD.
Improved my knowledge of the academic subjects I teach.	52	2.94	1.24
Increased my ability to prepare students to meet challenging academic concepts.	52	3.83	1.01
Improved my classroom management skills.	52	3.81	1.14
Are likely to have a positive and lasting impact on my classroom instruction.	52	3.65	1.17
Advanced my understanding of effective instructional strategies that derived from scientifically-based research.	52	3.46	.99
Advanced my understanding of effective instructional strategies for improving student academic achievement.	52	3.62	.93
Provides me training to help effectively use technology in the classroom to improve instruction and learning.	52	3.04	1.25
Provides me training in methods of teaching children with special needs.	52	2.85	1.14
Includes instruction in the use of data and assessments to inform classroom practices.	52	3.36	1.14
Provides me training in ways of working more effectively with students.	52	3.83	1.08
Helped me to Exchange experience	52	4.08	.97
Helped me to meet new people	52	4.00	1.01
Weighted Mean and Standard Deviation	52	42.47	13.07
Valid N (list wise)	52		

From Table-4-above, one can understand that the instructors could learn and were advantageous of their participation in TDP. The table shows that the weighted Mean (42.47) is greater than the expected mean (36). This means that participating in TDP is very important as long as it is the place

where participants meet new people, share experiences, improve their students' learning, and acquire good skill of classroom management. All the participants acknowledged that participating in TDP is very important, and manifested by the mean score of the participants view in which they score above three each except in teaching students with special needs and improving the knowledge of the subject matter they teach.

Findings from open-ended questions and interviews confirm that most of the participants appreciated the program's pedagogical contribution and implication on the teaching learning process. The participants suggest that, TDP is very important because it introduces with the requirements of teaching profession. For example, one participant suggested that;

TDP is very important because it is the center of pedagogical experiences. When you get the opportunity to participate, you can enrich your understanding of different pedagogical experiences, thereby you will have alternative methods, approaches and attractive presentation of information to your students. I have got many good things from participating in the program. (I-5, 01/03/2003EC).

This informant, in addition, also suggested that *participating in TDP is very important because it is good instrument to change the traditional teaching method, which is lecture, to active teaching method where students and the instructor share their experiences.*

This illustrates that, TDP is the center where pedagogical experiences and new educational innovations are shared in detail, in a way the participants' prior understanding can be integrated with the new pedagogical trends, on a participatory basis.

The director of quality enhancement was another informant that stress on the importance of the program. He believes that *quality education cannot be only achieved from academic competence of the instructors but also the instructors should be exposed to pedagogical experience where different teaching experiences can be achieved.* (I-12, 05/03/2003EC).

All of the participants, including the UM, appreciated the benefits of participation in TDP with regard to the role it has to play in the real/actual classroom in particular and the profession in general. TDP has a very important role in improving instructors' belief and practices of the teaching and learning process. With regard to the effect of instructors' PD on students' learning, a number of studies reported that the more professional knowledge instructors have, the higher the levels of students' achievement.

In relation to this, following the examination of data assessing the effects of four different models of PD on teachers' PD and school capacity in different parts of the USA, Youngs found that, regardless of the models, TDP generally strengthened teachers' knowledge, skills and dispositions, and they had varied effects on other aspects of school capacity (Youngs, 2001, cited in villegas-Reimers, 2003).

This is also consistent with the study done in Mekelle University. Mekelle University (2007), cited in GEQIP (2008), found that 67% of instructors brought a change in attitude and used active learning methods encouraged by the TDP at least 25% of the time. This shows that, participant instructors were well equipped with pedagogical experiences from their participation in

the program. When instructors get the opportunity to participate in, they can acquire basic skills that help them to conduct effective teaching-learning activities.

4.1.2.1. On Benefits across Schools

One of the concerns of the present study was to check whether there is a considerable difference among schools in getting benefits from participation. The one way ANOVA table which was computed in the course of examining the mean benefit difference among schools from participation was summarized and depicted in the table below.

Table-5- ANOVA table on benefit of instructors across school

Source of Variation	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	586.370	4	146.592	1.779	0.149*
With in Groups	3872.554	47	82.395		
Total	4458.923	51			

***P>0.05**

As it can be seen in Table-5-, one way ANOVA was used to see if there is any statistically significant mean difference among the schools on the benefits (help) achieved by participants from participating in TDP. The table shows that there is statistically no significant mean difference ($F_{(4, 47)} = 1.779$, $P > 0.05$) across schools in benefits (help) achieved from participation. This means that all the participants were beneficial from participation in the program.

In relation to this, studies done by Anto (2007) in AMU and Wubnesh (2010) in BDU on PD reported the same finding. The two studies show that there are statistically no significant mean differences across schools/faculties with respect to the help of PD activities on participants. This implies that regardless of the participants' school/faculty from which they come, all achieves benefit from their participation.

4.1.3. On Instructors' Judgment on the Competence of the Facilitators

Investigating the competence of the facilitators of the program was another main target issue of this paper. So as to examine the competence of the program facilitators the following items as depicted in the table below were prepared.

Table-6-Participant Judgment of Program facilitators'

Items	N	Mean	StD.
Knowledge basis of the facilitators.	52	3.85	.87
Communication skills (in terms of Articulation and Comprehensibility).	52	4.00	.91
Sincerity/Commitment by the facilitators.	52	4.23	.85
Interests generated by the facilitators.	52	4.12	.88
Ability to integrate course materials with immediate environment and other issues and resources to provide a clear and broader perspective.	52	2.63	1.10
Ability to integrate content with other courses.	52	3.36	.95
Accessibility of the facilitator in and outside of the class (including availability of the facilitator to motivate further study and discussion outside class).	52	3.62	1.14
Ability to design different assessment techniques	52	3.86	1.03
Ability to integrate the discussion with research works.	52	2.10	.99

Provision of sufficient time for feedback on participants work.	52	3.52	1.15
Sense of responsibility and qualification.	52	3.88	.98
Weighted Mean and Standard Deviation	52	39.17	10.85
Valid N (list wise)	52		

Table-6-shows that the participants' judgment on Competence of the program facilitators. As one can see from the table, the weighted mean (39.17) is greater than the expected mean (33). This shows that the program facilitators were good in facilitating except the ability to integrate the discussion with research works and the ability to integrate course materials with immediate environment which scored the lowest, 2.10 and 2.63 respectively, and the scores are below the expected mean score for each.

Findings from open-ended questions and interviews confirm that the majority of the participants suggested the facilitators were good in facilitating the program but they had some limitations. For example, one informant suggested that;

Now under the program there are limited areas where instructors are supposed to participate. The program is very important and educative but the program's examples and approaches, most of the time, have no ties with the immediate environment. (I-6, 02/03/2003EC).

As to this informant, even though the activities given under the program were educative and constructive, the discussions were not present in a way that can be easily integrated to the immediate environment.

Most of the participants expressed their views towards the program facilitators in the same way, such as, the discussions and examples were not tied that much to the immediate environment's demand; the program's discussions were not given in a way that the participants can integrate it with their immediate environment and current research outputs which scored below the expected mean of each in the table above. In addition, the facilitators stay in the institution only for a year and this had its own impact on the documentation and continuity of the program was another point raised by the participants.

This illustrates that, in addition to staying in the institution for a short period of time, the facilitators of the program had weaknesses on discussing current research outputs and integrating the discussions to the immediate environment in which they can be applicable. Some of the reasons that could result this might be the following. Some of the facilitators were foreigners so that they may not have enough understanding about what pedagogical training is appropriate to the instructors. Similarly, the other reason could be no any diagnosis of needs made on the pedagogical trainings of the participants. In addition to this, even some of the facilitators were Ethiopians but they were neither pedagogically qualified nor exposed to more training about the program. Finally, the UM had done nothing to replace the foreign facilitators by the institution's own pedagogically competent man power was another reason.

This is consistent with the study conducted by Vonk (1995), cited in Villegas-Reimers (2003) where he reported that most of the time facilitators transmit only the knowledge and skill they have regardless of their relevance to the participants.

Program facilitators should have recommended understanding about the training they provide, the context under which it will be grounded, and the desire (need) of the participants.

4.1.4. On Pedagogical Background and Participation

One of the concerns of the present study was to check whether there is a considerable disparity between instructors with and without pedagogical background in participation.

Table-7-Independent-samples t-test table on pedagogical background and participation

Pedagogical Background	N	Mean	StD.	df.	t	Sig.
Education	24	39.375	11.146	50	-.177	0.860*
Applied	28	39.930	11.313			
Total	52					

***P>0.05**

The independent-samples t-test which was computed in the course of examining the difference between the participation of instructors with and without pedagogical background shows that, the mean difference (t=-0.177, P>0.05) in participation between instructors with and without pedagogical background is found statistically not significant. The finding of this study

illustrates that, all instructors regardless of their pedagogical background were participating in the program.

This is against the study done by Anto (2007) on PD in AMU. In his study, he reported that, a statistically significant mean difference between instructors with and without pedagogical trainings on instructors' participation in different PD activities at AMU.

4.1.5. On the support of the UM

Among the variables investigated on this study, the role of the UM on supporting and encouraging the program was another focal one. This part of the study presents instructors' judgment on the role of the UM on TDP as rated against the following items.

Table-8- Support of the UM

Items	N	Mean	StD.
The UM ensures that instructors work according to the Universities educational goals.	75	1.68	.68
The UM members discuss with instructors as to how they can improve their teaching.	75	1.48	.64
When instructor has problems in his/her classroom, the UM takes the initiatives to discuss the matters.	75	1.31	.49
The UM ensures that instructors are informed about possibilities for updating their knowledge and skills.	75	1.51	.64
The UM complements instructors for special effort/accomplishment.	75	1.38	.61
The UM and instructors work on a university development plan together.	75	1.53	.66
The UM and instructors act to ensure that TDP and education quality issues are collective responsibilities.	75	1.63	.63
The UM gives equal access to all instructors to participate in TDP.	75	1.47	.60

The UM gives autonomy to instructors to work in ways they think are helpful to their students.	75	1.43	.62
In the University good teaching is recognized and honored.	75	1.49	.66
Weighted Mean and Standard Deviation.	75	14.91	6.23
Valid N (list wise)	75		

Table-8-shows that the overall mean score of UM on the support and encouragement gives to TDP as filled by instructors. As one can understand from the table, the weighted mean (14.91) is slightly less than the expected mean (15). This means that the support and encouragement made by the UM to TDP was unsatisfactory. Especially, in some items, such as, whenever a problem occurs in taking initiative, in role balancing, and in giving autonomy to instructors, mean scores are the least which is demoralizing. This means that the role of the UM in taking responsibilities (mediating) at a time when inconsistency occurs is limited. Moreover, the university authority figure interferes with the duties, responsibilities and autonomies of their respective professional instructors. This illustrates that the role of the UM on supporting and encouraging the program was limited.

Findings from open-ended questions and interview verify that most of the participants expressed on the same way in relation to the role of the UM. They confirmed that, the role of the UM in encouraging and supporting the program was very limited in comparison to the pedagogical significance the program has on the teaching learning process. For instance, one of the interviewed participants, instructor, expressed his position regarding the role

of the UM on encouraging and supporting the program. In his words;

TDP is very important for instructors for self confidence and effective instructional process. But the problem is the UM does not create enough awareness, the program lacks resources, such as, computers, printers, LCD projector... and most of the time the instructors are busy due to that some instructors participate in persuasion. In short, no any kind of support is made for instructors to participate in the program. (I-1, 29/02/2003EC).

Supporting this idea another informant instructor suggested that;

Most of our instructors are with no know how about pedagogy which means how to teach but they are in the processes of teaching-learning. Of course, the program is opened here; in addition, the way through which the candidates selected is not clear, it takes very few participants. This has its own negative impact on the teaching learning process. (I-2, 29/02/2003EC).

Besides to very low awareness of the university's community about the program, lack of support from the UM was another obstacle. Due to that, most of the instructors were on the process of teaching learning with no enough understanding about professional (pedagogical) experiences. As well, even the program was on the way of giving trainings to some instructors, the way through which the candidates selected was also another problem. It demands, therefore, a serious attention from the UM.

Another informant, facilitator, believes that the program was not well organized and didn't work in a way that can address all schools within the institution and in addition, he suggested that, as there is no trust between the UM and the program coordinator and facilitators and, moreover, the change of line managers, from time to time, of the program was another problem. As to in his words;

...I don't believe the program is well organized. Even the top UM doesn't give it considerable value. And our instructors are busy and even some schools never know it. There is no one who is considered as responsible organ for coordinating the program. One of the areas of TDP is facilitated from one school and the facilitator of the other area is from another school. This makes the program to be lead in a haphazard way in which it lacks organization, responsibility and transparency. ...in addition, there is lack of trust between the UM and those who are already delegated to carry out the duties and responsibilities of the program. If there is lack of trust, there will be interfering on others work. This is the main challenge from the UM...and moreover,....no clear structure of the program, at sometime the program's line manager was the vice-president, and at some other time the line manager was another office's staff...This has its own negative impact on the effectiveness of the program. For the last four years, its role in the teaching learning process and for the institution remains insignificant. (I-9, 05/03/2003EC).

Based on the actual condition under which the program was found, this interviewed individual was in doubt of understanding of the UM on how the Program should be structured and organized. As to him, the program, in order to give the desired service to its clients, should be given a considerable value from the top UM. Most of the informants believe that support for instructors should be considered by the UM as essential if they are to participate in TDP.

Furthermore, the low attention given by the UM was also evidenced by the documents consulted. For example, the UM had done nothing to include the program, even, in the six (6) year strategic plan of the university. The strategic plan, for the year 2002 through 2007 E.C., is consists of eleven strategic issues organized around two core processes and four support processes of the University (DDU strategic plan, 2002:25). In the university's strategic plan, there is no any directive point through which our instructors

can fit themselves professionally with the changing nature of pedagogy. This illustrates that most of the institution's executives view PD as extra task.

The UM was another source of information regarding its role in encouraging and supporting the program. The UM reminding as the program was out of the fundamental activities of the institution and that the program was not getting the desired level of support;

...we have many problems, especially, in awareness creation, resourcing the program in terms of human and material resources. But in the future we'll work hard to support it and to bring a change through it together with our instructors and all other concerned bodies. (I-13, 05/03/2003EC).

From this one can understand that the program was not given a considerable value and it was there for the sake of giving response for what the MOE orders them but not for the sake of getting the desired and intended professional benefits from it. This is because, in addition to lack of enough knowhow about pedagogical concepts from members of the UM, the program's staffs were not pedagogically qualified and competent. In general, the UM's attitude, support and commitment towards the program found not encouraging.

In relation to this, findings of a study done by Anto (2007) in Arbaminch University (AMU) and Wubnesh (2010) in BDU, to some extent, reported that the UM is not in favor of what the ideas of all the PD statements dealt with.

When instructors are engaged in PD activities, their respective institutions are transformed into communities of learners, communities of inquiry, professional communities, and caring communities. In conclusion, PD to be

effective and practice oriented should be supported by the line managers. A teacher PD which is not supported by the institution or institutional reform is not effective.

4.1.6. On Challenges

Challenges From instructors

The challenges for instructors to participate in TDP were sourced from different directions, such as, from the instructors themselves, the program, and the UM atmosphere.

The instructors raised a number of factors which are challenges to participate in TDP. Some of instructors related challenges were Work load, conflicting training and class schedules, Lack of willingness and commitment from the instructors themselves, and dissatisfaction with the programs offered (which are most of the time repeated and have no local applicability) were the most.

The instructors also raised a number of TDP related challenges to participate in the program, such as, no any promotion made which enhances the purpose and importance of the program, Shortage of human and material resources, the program is facilitated and coordinated by individuals who are not qualified in pedagogy and high turnover of trainers were the most. Furthermore, the participant instructors also suggested that the role of the UM was challenging, to mention some, lack of the UM support, making instructors busy, such as, teaching, putting on position...., not recognizing (certifying) for participants, and unable to resource the center were the few

but the most frontline challenges. Moreover, the UM considering TDP as extra-work (it seems as if they are forced by another external agent to continue the program) was another challenge.

Challenges from the TDP Staff

A number of challenges were forwarded from the side of the program coordinator and facilitators which emanate from the instructors, the program itself and the UM. From the instructors' side lack of awareness, lack of initiation and commitment were the most.

The program coordinator and facilitators also suggested some Challenges sourced from the program itself. To mention some, shortage of skilled man power which in turn limits the number of areas and participants in the program, high trainers turnover, shortage of financial resources, lack of enough awareness creation, lack of material resources, lack of trust between the program staff and the UM, and unable to participate in TDP by themselves (no role model) were the dominant. Moreover, lack of good organization between the program coordinator and the facilitators and lack of conducting impact assessment were additional huge limitation of the program.

Challenges from the UM

The UM forwarded some useful ideas regarding how TDP was treated in the university. The UM stated some challenges, such as, instructors never believe as they are teachers, shortage of manpower which in turn results

work load, the program was not networked with its batches of other universities, lack of resources, shortage of our own well qualified man power, following what the MOE has said about TDP rather than including our own creativity, lack of assigning focal person who can guide it, lack of budget, and staff and trainers turn over were the main challenges.

From the data gathered, one can understand that, all the immediate stakeholders: the instructors, the program coordinator and facilitators and the UM reflect similar ideas in relation to the actual role that the program was playing for the instructors' PD in particular and for the institution in general. The program's contribution for the overall PD of the institution's community was very limited, it was because the challenges that the program faces over weights the opportunity it experiences.

Studies done inland and abroad on instructors PD presents similar findings. For example, the study done by Wossenu (2002EC), in Ethiopian ten universities including DDU on instructors work load and pedagogical trainings, puts some challenges that affect the instructors participation in pedagogical trainings. He reported that, instructors work load, no intimate relationship between the UM and the program staffs and lack of conducting diagnosis of needs (incompatibility of trainings content and trainees need) as the main challenges for instructors participation in pedagogical trainings.

This study is also consistent with findings of Wubnesh and Anto, studies done in BDU and AMU respectively on PD. They report instructors work

load, absence of role model from the UM, and unable to resource the centers (in terms of Human and material resources) as the main challenges to instructors participation (Wubnesh, 2010; Anto, 2007).

The self understanding of instructors was another main problem that instructors keep far from concerning and participating in the program. This is consistent with a study done by Wubnesh in BDU. She reported that the instructors not considering themselves as a teacher is hindrance for their further development in the profession (Wubnesh, 2010). Aytaged (2007) advices all institutional community should be able to participate in different PD program centers. To achieve a tangible and measurable contribution from the PD program all community of the institution should update themselves with the change, the immediate environment and the world experiences and, to their best, they have to support the center where the change, in large extent, is shared and sensed.

The other challenge of the program was lack of incentives to the program and its participants. This is consistent with the findings of the study done in Indian universities by Mohanty (2007) where he found lack of incentive is the main obstacle for enhancing pedagogical skills for higher education instructors and finally he concludes that education must be deemed as an investment in human resource development which is basic to all advancement and excellence that are dreamed of. On the same way, Bishop (1976) suggests that Lacking priority and budget staff development has been consigned to non-classroom times- an indication that it is extra, not integral

to the instructional program.

The other most challenge which needs attention is the turnover of trainers of the program because turnover of trainers affect the continuity and progress of the program. Timperley (2008) warns the PD led by outside experts has limitations because these experts are not present in the institution on a continuing basis.

Finally, the change of line managers of the program was another challenge. Wossenu (2002EC) and Wubnesh (2010) reported that the change of line managers of the program is the main challenge to move the program forward and ensure continuity consistently. In addition to this, lack of coordination among the program staff was another challenge. This is because the program facilitators including the coordinator were from different schools/faculties and by themselves were not qualified and busy of tasks. This disturbs the establishment and organization of the program.

The last but not the least challenge was lack of monitoring and evaluation. With many plans and strategies, monitoring and evaluation need to take place to ensure as they are being implemented successfully and reaching the intended targets. Sound monitoring and evaluation needs to be carried out not only by MOE but all stake holders, and for that to happen well, there should be free access to information and each sector must understand the role they (monitoring and evaluation) play.

CHAPTER – FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This study investigated instructors' participation in Teacher Development Program (TDP) in Dire-Dawa University. The student researcher formulated the following six basic questions that enable to investigate the overall pattern of participation of instructors in TDP in the institution;

1. In what areas of TDP do instructors participate more?
2. What good lessons have instructors drawn from their participation in TDP? Is there a significant difference across schools in getting benefit (help) from participation?
3. How do instructors evaluate the overall competence of the TDP facilitators?
4. Is there a significant difference of participation in TDP between instructors with and without pedagogical background?
5. How supportive is the university management (UM) for instructors' participation in TDP?
6. What are the challenges that affect the participation of instructors in TDP?

The population of this study was instructors of DDU. The institution is organized in five schools; School of Engineering and Technology (SET), School of Natural and Mathematical Sciences (SNMS), School of Social Sciences and Humanities (SSSH), School of Business and Economics (SBE), and School of Law (SOL). The participants were taken from each school by using proportional stratified and purposive sampling techniques. From the

total population of 249 instructors, 30% of them were taken as a sample, in addition, 13 participants were involved selected purposefully, by the student researcher, that are considered can give satisfactory information about the issue.

In order to answer the above questions, data were collected through questionnaire, interview from the specified participants. In addition, different documents were also consulted to assess the different nature of the problem. The data collected was analyzed by using mixed research method which is concurrent nested strategy.

In the quantitative method descriptive and inferential statistics, such as, mean, ANOVA, and independent sample t-test were employed. On the other side, after the qualitative data was collected and categorized analysis and discussions were made accordingly. Based on the results and discussions the major findings are the following;

- The areas of TDP in which the instructors participated more, in the institution, were limited to a very few in number. From the areas of participation depicted in Table-3-above the instructors participated in less than half. This in turn limits the number of participant instructors in the available program.
- The instructors who participated in TDP were beneficial of their participation; evidenced by the weighted mean (42.47) which is greater than the expected mean (36). The participants suggest that, the program is

constructive and educative about the different aspects of the teaching learning process except in some few areas, such as, refreshing the content of the subject matter and about teaching students with special needs.

- The facilitators of the program were found good in terms of the ability to facilitate and coordinate the discussions but the facilitators or trainers had weaknesses in integrating the discussions with the demand of the immediate environment and with different current research works/outputs.
- The UM support to the program was unsatisfactory. The data gathered shows that the UM look TDP as extra task. From the documents analyzed and the data gathered from interview, TDP is out of the core and sub-processes of the institution.
- In addition, the independent-samples t-test and ANOVA were computed to see if there are any statistically significant mean differences in participation between instructors with and without pedagogical background and getting benefit (help) across schools respectively. The finding shows that, for both, there are no statistically significant mean differences.

5.2. Conclusion

In the institution there were few in number areas of participation which in turn show that most important activities of PD are not given. This also limits the instructors' participation in different PD activities. But even though the instructors' participation in the program was limited, which in turn had limited impact in the institution, participating in it is found very important because it helps to extend the participants understanding about professional (pedagogical) experiences, thereby, increases students' engagement in their own learning. The facilitators of the program were found good in facilitating the discussions but they had some limitations in fundamental variables which shows that facilitators of the program were not with the desired level of pedagogical qualification and competent enough. Instructors were participating regardless of their pedagogical background and school/faculty and those participated in the program's activities were beneficial from their participation. Moreover, the contents of the program's activities were active learning and students' assessment which are most of the time repeated. To sum up, the program didn't get the desired level of attention from the management of the university. This is because of lack of enough awareness from the UM about PD activities. This also affects all in all aspects and movements of the program that ranges from assigning focal person to inclusion of important PD activities within it.

5.3. Recommendations

Based on the findings of this work, the student researcher suggests the following recommendations;

- ❖ It would be better if the areas and activities of TDP are increased, designed and respond to instructors professional needs, interests, and avoid repetitions of contents. Instructors must be encouraged to participate in program designed for their development. Besides it would be interesting if instructors are given time, financial support and opportunities to be active designers, implementers and participants of PD activities. Furthermore, it would be good if instructors promote openness to change and commitment to learning, taking responsibilities for their profession and being committed to strengthening it. It would be also effective if the program is led by the institution's own pedagogically well qualified and competent professionals who are committed to raise its current status.
- ❖ Whatever the institution, the role and commitment of the management is very important. Most of the time, activities that are supported by top management hit their target. The UM needs to change their attitude towards the program and strive to equip it in terms of human and material resources and they have to participate by themselves.
- ❖ It is better if the UM gives a special emphases to the program and include in the structure of main activities of the institution and create/establish a linkage with centers of pedagogical trainings, such as, Academic

Development and Resource Center (ADRC), National Pedagogical Resource Center (NPRC) and with other universities that have good experience.

- ❖ Moreover, it would be useful if the UM considers the program as an integral part of the teaching learning process, research and quality assurance. There should be a clear structure in which the UM, the program, and the participants can communicate each other and ensure transparency. The UM should ensure TDP is used correctly and well, and monitor and evaluate its implementation. Finally, the participants need to be recognized for their participation.
- ❖ The PD of instructors is a very broad and diverse field of knowledge. A more in-depth study would require a more detailed examination of the different content and processes which lead instructors to learn to teach. It must be understood, whatever approach is adopted, that the teaching profession and its development are fundamental and crucial to guaranteeing quality in student learning. So that, balanced attention is needed from the MOE, UM, the program staff and instructors.

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APPENDIX-A
Addis Ababa University
School of Graduate studies
Institute of Educational Research

Questionnaire to be filled in by Instructors’.

Dear Participants.

The objective of this questionnaire is to survey **instructors’ participation in Teacher Development Program (TDP) in Dire-Dewa University**. The information you provide would be very crucial and so valuable for the success of the study. Therefore, you are kindly requested to be honest and frank in filling all the items provided in the questionnaire. Be sure your responses will be **confidential** and used only for research purpose.

Please only consider professional development you have taken after your initial teacher training/education in this (Dire-Dewa) university.

Thanks in advance for your Cooperation.

Andom B.

MA student in Educational Research and Development.

Part-I: Personal Data

1.1. School at Dire-Dawa University

1. School of Technology
2. School of Natural and Mathematical Science
3. School of Social Science and Humanity
4. School of Business and Economics
5. School of Law

1.2. Qualification: 1.Diploma_____ 3.Masters_____

2. Bachelor_____ 4. Doctorate_____

1.3. Sex 1. -Male_____

2.-Female_____

1.4. Work experience at Dire-Dawa University

- A) 1 Year B) 2 Years C) 3 Years D) 4 Years E) 5 Years

1.5. Pedagogical Background 1.-Education_____

2.-Applied_____

PART-II: Areas of TDP

1) Have you ever participated in different areas of Teacher Development Program (TDP) in this institution?

1) Yes

2) No→ **please go to Question number 6.**

2) How many separate PD (professional development) activities did you participate in your stay in Dire-Dawa University?

A) 1-2

B) 3-4

C) 5-6

D) More than 7(seven)

3) Thinking of the TDP areas you have participated in more, please express your degree of agreement by putting “√” mark only in one of the five columns.

1-Strongly Disagree

4-Agree

2-Disagree

5-Strongly Agree

3-Undecided

Items	1	2	3	4	5
Induction (orientation)					
HDP (Higher Diploma Program).					
ELIP (English Language Improvement Program).					
LAMP (Institutional Leadership and Management Program).					
Assessment Techniques.					
Knowledge and understanding of my main subject field (Content Knowledge).					
Information Communication Technology skills for teaching.					
Students' counseling.					
Continuity (sharing professional knowledge in groups representing more than one sector: with primary, secondary school teachers).					
Progression (ensuring in the teaching process proceeding from simple to complex and accountability)					
Differentiation (Addresses all ethnic groups to ensure their continued participation and success in teaching).					
Curriculum knowledge, that is, school curriculum including production and utilization of instructional media).					

4) The following statements are about the lessons learned by the instructors' from their participation in TDP. Please indicate your degree of agreement on the attribute of the program(s) bring up on you by

putting “√” mark only in one of the five given columns.

1-Strongly Disagree

4-Agree

2-Disagree

5-Strongly Agree

3-Undecided

As I perceive, my Professional Development (PD) activities	1	2	3	4	5
Improved my knowledge of the academic subjects I teach.					
Increased my ability to prepare students to meet challenging academic concepts (improving my students' knowledge).					
Improved my classroom management skills.					
Are likely to have a positive and lasting impact on my classroom instruction.					
Advanced my understanding of effective instructional strategies that derived from scientifically-based research.					
Advanced my understanding of effective instructional strategies for improving student academic achievement.					
Provides me training to help effectively use technology in the classroom to improve instruction and learning.					
Provides me training in methods of teaching children with special needs.					
Includes instruction in the use of data and assessments to inform classroom practices.					
Provides me training in ways of working more effectively with students.					
Helped me to Exchange experience					
Helped me to meet new people					

5) The following statements are about instructors' judgment on the competence of program facilitators (coordinators). Please express your judgment by putting “√” mark only in one of the five columns.

1. Very Poor

4-Very Good

2. Satisfactory

5-Excellent

3. Good

Items	1	2	3	4	5
Knowledge basis of the facilitators.					
Communication skills (in terms of Articulation and Comprehensibility).					
Sincerity/Commitment by the facilitators.					
Interests generated by the facilitators.					
Ability to integrate course materials with immediate environment and other issues and resources to provide a clear and broader perspective.					
Ability to integrate content with other courses.					
Accessibility of the facilitator in and outside of the class (including availability of the facilitator to motivate further study and discussion outside class).					
Ability to design different assessment techniques					
Ability to integrate the discussion with research works.					
Provision of sufficient time for feedback on participants work.					
Sense of responsibility and qualification.					

6) Which of the following factors prevented you from participating in TDP at all or than you did?

NB. Please put “√” mark as many choices as appropriate

- I did not have the prerequisites (E.g. qualification, experience, seniority).
- There is a lack of employer (university management) support
- TDP conflicted with my work schedule (Lack of time).

- There was no suitable Teacher Development Program (TDP) offered
 - I didn't understand the importance of TDP in my professional role
 - No incentive for participation
 - Places and Rooms of the activity taking place are not suitable
 - Lack of information about the activities of the program.
 - Others, please specify,
-
-

7) Below you will find statements about the management of the institution. Please indicate your perception of the frequency with which these activities took place before and during the current year by putting “√” mark only in one of the three columns.

1) Never

2) Sometimes

3) Often

Items	1	2	3
The management of the University ensures that instructors work according to the Universities educational goals.			
The University management members discuss with instructors as to how they can improve their teaching.			
When instructor has problems in his/her classroom, the University management takes the initiatives to discuss the matters.			
The University management ensures that instructors are informed about possibilities for updating their knowledge and skills.			
The University management complements instructors for special effort/accomplishment.			
The university management and instructors work on a university development plan together.			
The university management and instructors act to ensure that TDP and education quality issues are collective responsibilities.			
The University management gives equal access to all instructors to participate in TDP			
Instructors in the University have autonomy to work in ways they think are helpful to their students			
In the University good teaching is recognized and honored.			

Part-III: Open Ended Questions

3.1) What are the challenges to the participation of instructors in TDP?

i. Instructors related;

ii. TDP Related;

iii. University Management related;

APPENDIX-B: Interview Guide for Instructors.

1. What do you think the areas that the instructors (you) participate more in TDP?
2. How do you see the role of participating in TDP in the teaching learning processes? Does the program always given on a way which has local applicability?
3. How do you see the role of the university management (UM) in supporting instructors' participation and the program?
4. What challenges do you observe tied with instructors' participation and the program?

Thank You in Advance for Your Cooperation!

APPENDIX-C: Interview for Coordinator and Facilitators.

1. In what areas of TDP Does the program focuses more in the institution?
2. What importance do you think for instructors who participate in TDP? If any would you mention them?
3. What challenges does the program encounters in the university?
4. What solutions can you suggest to improve weaknesses and thereby to meet the overall demand of the university?

Thank You in Advance for Your Cooperation!

APPENDIX-D: Interview guide for University Management.

1. How do you see the importance of instructors' participation in TDP in the overall teaching-learning process in general and instructors' development in particular?
2. What is the role of the University management (UM) in supporting and encouraging the instructors' participation in TDP activities?
3. What challenges do you observe in instructors' participation in TDP?

Thank You in Advance for Your Cooperation!

Appendix-E

Reliability of Questionnaire Items

1. Reliability test on Areas of TDP in Which Instructors Participate More.

Reliability Statistics

Cronbach's Alpha	N of Items
.951	12

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlatio n	Cronba ch's Alpha if Item Deleted
Induction (orientation)	40.80	235.70	.415	.954
HDP (Higher Diploma Program).	41.40	203.30	.916	.943
ELIP (English Language Improvement Program).	42.40	209.80	.560	.955
LAMP (Leadership and Management Program).	40.80	234.20	.327	.955
Assessment Techniques.	41.20	201.70	.956	.942
Knowledge and understanding of my main subject field (Content Knowledge).	42.40	224.80	.731	.949
Information Communication Technology skills for teaching.	41.40	205.30	.865	.944
Students' counseling.	41.60	204.30	.813	.945
Continuity	41.60	204.30	.813	.945
Progression	41.40	203.30	.916	.943
Differentiation	42.40	230.80	.309	.957
Curriculum knowledge	41.60	208.30	.935	.943

2. Reliability test on items that assess Lessons Drawn by Instructors From their Participation in TDP.

Reliability Statistics

Cronbach's Alpha	N of Items
.849	12

As I perceive, my Professional Development (PD) activities	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Improved my knowledge of the academic subjects I teach.	40.20	34.70	.976	.789
Increased my ability to prepare students to meet challenging academic concepts (improving my students' knowledge).	39.40	51.30	.444	.843
Improved my classroom management skills.	39.40	44.30	.644	.827
Are likely to have a positive and lasting impact on my classroom instruction.	39.80	49.70	.460	.841
Advanced my understanding of effective instructional strategies that derived from scientifically-based research.	39.60	50.80	.402	.844
Advanced my understanding of effective instructional strategies for improving student academic achievement.	39.80	54.70	.160	.855
Provides me training to help effectively use technology in the classroom to improve instruction and learning.	40.60	40.30	.864	.805
Provides me training in methods of teaching children with special needs.	39.80	48.70	.545	.836
Includes instruction in the use of data and assessments to inform classroom practices.	39.80	48.70	.545	.836
Provides me training in ways of working more effectively with students.	39.60	50.80	.402	.844
Helped me to Exchange experience	39.80	48.70	.545	.836
Helped me to meet new people	39.60	52.80	.144	.865

3. Reliability test Results for Items on the Competence of Program Facilitators by Instructors.

Reliability Statistics

Cronbach's Alpha	N of Items
.918	11

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Knowledge basis of the facilitators.	35.60	59.800	.325	.925
Communication skills (in terms of Articulation and Comprehensibility).	36.00	54.000	.813	.905
Sincerity/Commitment by the facilitators.	35.40	51.300	.983	.897
Interests generated by the facilitators.	35.80	40.700	.950	.901
Ability to integrate course materials with immediate environment and other issues and resources to provide a clear and broader perspective.	36.20	56.200	.574	.915
Ability to integrate content with other courses.	36.80	47.700	.916	.897
Accessibility of the facilitator in and outside of the class (including availability of the facilitator to motivate further study and discussion outside class).	36.00	58.500	.877	.912
Ability to design different assessment techniques	36.00	55.500	.682	.911
Ability to integrate the discussion with research works.	37.20	60.700	.434	.921
Provision of sufficient time for feedback on participants work.	36.40	47.300	.845	.902
Sense of responsibility and qualification.	36.60	61.300	.457	.921

4. Reliability test Results for Items about the Role of UM.

Reliability Statistics

Cronbach's Alpha	N of Items
.730	10

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The management of the University ensures that instructors work according to the Universities educational goals.	18.16	16.167	.236	.728
The University management members discuss with instructors as to how they can improve their teaching.	18.50	13.100	.677	.658
When instructor has problems in his/her classroom, the University management takes the initiatives to discuss the matters.	18.33	13.867	.595	.676
The University management ensures that instructors are informed about possibilities for updating their knowledge and skills.	18.16	16.167	.236	.728
The University management complements instructors for special effort/accomplishment.	18.16	12.567	.694	.651
The university management and instructors work on a university development plan together.	18.16	16.567	.055	.765
The university management and instructors act to ensure that TDP and education quality issues are collective responsibilities.	18.00	17.600	.000	.746
The University management gives equal access to all instructors to participate in TDP	17.66	13.867	.514	.687
Instructors in the University have autonomy to work in ways they think are helpful to their students	18.16	12.567	.694	.651
In the University good teaching is recognized and honored.	18.16	15.767	.169	.747

Declaration

I, the undersigned, affirm that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been fully acknowledged.

Name: Andom Berhe

Signature: 

Date: 23/02/2011 G.c

This thesis has been submitted for examination with my approval as University Advisor:

Name: Dr. Wossenu Yimam

Signature: 

Date: 23/02/11