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The Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods: Focused on Selected CTE of Oromia

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Abstract- The purpose of this study is to identify the Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods and to examine how Higher Diploma Program Training changes HDP Trained Teachers' Classroom Teaching Methods so as to bring changes in college students' learning. The method employed in this study is descriptive one because it helps to reveal the current major implementation problems after the training of higher diploma. Among 10 CTE in Oromia, three colleges namely, Nekemte, Jimma and Asela were chosen using purposive sampling. The reason for using purposive sampling technique in determining the sample were to examine the certain improvements and changes of HDP experienced beginners since they trained more teacher educators up to the present time.The sample sizes are fifty- Seven students from each college making up a total of one hundred and seventy –one students out of 5,700 and Sixteen HDP trained teachers from each college making up a total of 48 teachers out of 210 were included using probability sampling since the populations were relatively large. Instruments used for data gathering were questionnaires composed of both open and close ended items were set and administered. To cross-check the validation of information gathered, the researcher used semi-structured interview questions beside with personal observation which was used to compare the opinion of respondents with relevant issues of pre-set questionnaires of students and teachers.

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Chapter One

I. The Introduction Parts

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and definition of key terms used.

a) Background of the study

The investigation of the quality of education and the effectiveness of teacher education developed higher diploma program, which identified the needs of teacher's educators in Ethiopia (HDP Handbook, 2008). Higher diploma program began in all 21 teacher education Institutes in October 2003 G.C., as a new compulsory qualification, for all teacher educators (MOE 2011:4). It aimed at improving the quality of classroom practice. It provides teacher educators with practice of program to support their development as effective teachers and reflective practitioners with enhanced professional status, able to model student centered learning and continuous assessment, manage change and make a difference in education system (HDP Hand Book 2011:6).

Education is not only a preparation to later life, but also it is an aspect of life itself (Silberman 1970:17). In other words, education is not a preparation for living but it is identical to life itself. To be educated means to understand how to make intensions effective in the real world and how to apply knowledge to the life one lives and the society in which one lives. Therefore, education holds the key to society mobility, personal success and national development. It is to enjoy the present, to get ready for the future, to behave responsibly as a member of a society and to learn to face diversity. Baum and Tolbert (1985: 119) state that it is now generally recognized that development of a country's human resources is essential to its prosperity and growth and to the effective use of its physical capital.

Education is an integral component of all development effort. According to Benson 1963:33 -41), to consider growth over the long run future, we must ask that what changes in education are likely or possible. What is required to maintain the contribution of more education to the growth rate is maintenance the percentage increase in the amount of education received, adjusted for the greater importance of the upper grade. This prospect makes it all the more important to seek improvement in the quality of education.

Attention to the concept of quality education has come to the most noticeable issue as learners, parents and communities, educators, leaders, and nations acknowledge that what is learned and how

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learning occur is as important as access to education. But one difficulty is that while most people understand intuitively what they mean by "quality of education" there may not be a common understanding of the term. According to UNESCO (2003:3), the conventional definition of quality education is linked directly to such critical components as teachers, content, methodologies, curriculum, examination, systems, policy, planning and management and administration.

Successful quality education is a whole class room process most often led by the head teacher and the classroom is where inputs are transformed into learning. Without a competent teacher, no curriculum can be implemented effectively. Thus, quality educational processes require well-trained teachers who are able to use learner centered teaching and learning methods. Moreover, Chapman et-el (1996:146) pointed out that a quality education must be offered with a managerial and administrative system that supports effective learning.

Among other things provision of quality education has been given more emphasis at all levels by Ministry of Education (MOE). Ministry of education indicates that throughout the education system the increase in enrollment would be complemented by improvement in quality-from better trained and motivated teacher, more relevant curricula, more books improved school environment, and improved internal efficiency, to examinations which provide feedback to institutes to help improve classroom teaching (ESDP-I, 1999:7)

Among the suggested quality indicators, availability of qualified teachers is one that affects quality of education. Being aware of this, Higher Diploma program continually develops in line with government policies and strategies to support teacher educators who are qualified 6 with a minimum standard of BA and BSC degrees. Its significant expansion in tertiary education has resulted in the need for more trained teacher educators to guarantee the quality and to achieve the sector goals, and to meet the demand for the HDP (MOE, 2011). Since college teachers are training student teachers, they must themselves be equipped with a high quality so as to be competent and be educated for the specifics of their role to produce better teachers and improve the learning of students in Oromia.

In general, classroom teaching methods play a key role in producing competent teachers. Though the training policy of the government is intended to improve the quality teacher educators it also needs too many programs to realize its intended missions. Among these higher Diploma program is one which plays its own role in class room teaching.

This study, therefore, will attempt to examine the role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods in order to recommend the solutions.

b) Statement of the problem

Higher Diploma program serves dual purpose. On one hand, it provides teacher educators with practical implementation of the courses (contents) in using varied active learning methods. On the other hand, it makes teacher educators reflective in their daily lessons. These objectives will be achieved only if the appropriate teaching methods in the class room are employed with a reasonable quality as that of a training conducted in the HDP sessions.

The purpose of this study would, then, be to identify the Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods and to examine how Higher Diploma Program Training change HDP Trained Teachers' Classroom Teaching Methods so as to bring changes in college students' learning.

In its attempt to investigate these things, the study tries to answer the following basic questions:

1. How do HDP trained teacher educators, college principals view the relevance and appropriateness of the HDP module's sessions for teacher education?
2. How do teaching-learning processes affect quality of classroom teaching methods?
3. Does the attitude of trained teacher educators towards teaching and that of the trainee students towards learning contribute to the present quality of HDP?
4. To what extend does the level of competence and experience of college principals affect the performance of HDP works?
5. What should be done to bring positive changes in the trained teacher educator's classroom teaching methods?
6. What skills, knowledge and attitudes of trained teachers in the teaching Method areas are changed positively for the courses that they are engaged to teach?

c) Objectives of Study

Based on the issues raised before, the following objectives will be made as the core concern of this basic research in HDP as a subject of study in selected colleges.

- To assess the perception of teacher educators toward their improvement of class room teaching methods after completing HDP.
- To see the improvements that were made because of attending HDP.
- To analyze the output employed on students because of HDP trained teacher-educators.

d) Significance of the Study

The effectiveness and efficiency of HDP depends on a thorough understanding of the problems that hinder its successful accomplishment. Thus, HDP

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coordinators, moderators, leaders, tutors, facilitators and line managers have to be aware of the problems, which affect the implementations of HDP sessions in the real classroom situations, and this is possible only by conducting systematic research on the issue. Hence, the study becomes useful and timely in considering the problems of HDP works of the college. More and more teacher educators have recently completed HDP training. However, the necessary HDP training inputs and the teaching learning process that the trained teacher educators gained from HDP sessions are not implemented in the actual classroom situations at the required level. The principal aim of this study is, there fore, to identify the major roles of HDP that have an impact on the trained teacher educators class room teaching methods in the selected colleges in Oromia. Hence, the findings of this study are expected to see certain impact for effective and efficient teaching and learning activity in the colleges of Oromia. Based on the findings of the study, HDP coordinators, at Ministry of education and university levels, HDP moderators, HDP leaders and HDP related line managers in collaboration with the trained teacher educators of HDP and HDP concerned stake holders are expected to make considerable effort to solve the existing HDP trained teachers' problems in the college of Oromia. Therefore, the problems discussed in the study will have the following importance.

1. The study is expected to contribute in the identification of the problems that become hindrances for trained teachers to implement what they have trained in the HDP.
2. It is intended to create awareness to the problem among trained teacher educators in particular and HDP related coordinators at large.
3. It is also hoped that it encourages others to do more and detailed research on the problem.

e) Delimitation of the study

Although HDP trained teachers are suffering at all levels of their teaching in the classroom, to make the study specific and manageable, it is delimited to certain selected college of Oromia only. The study is delimited to the major roles of HDP in improving trained teachers' class room teaching methods in Nekemte , Jimma and Asela CTE since non-teacher educators in university have a separate sessions in the module for their training. In addition, investigating the roles of HDP in improving trained teachers' class room teaching method is a very wide area of study. Hence, it is related to many roles that include general external roles such as politics, cultural, economic, demographic and global conditions and internal roles such as inputs like students, teachers, curriculum, facilities, college management and educational process, instructional time, language of instruction, methodology of teaching, evaluation.

However, it is very difficult to include all these roles of HDP that directly and indirectly create problems in improving HDP trained teachers' classroom teaching methods in this study. Therefore, to make it manageable, the study concentrated only on the internal (in –college) roles that have influences in the class room teaching Methods. Thus, the roles considered were teachers, students, HDP Module Sessions, college management, educational process, methodology of teaching, and evaluation.

f) Limitations of the study

Although Jimma teachers college managed to carry out the study, the researcher faced problems in conducting this research. Some of the constraints were time limit for proposal submission, skills of the researcher in the area and more literature review in the area of the study, respondents' reluctance in giving responses to the teachers' questionnaire and dislike to be observed while teaching and learning is going on.

g) List of Abbreviations and Acronyms

MOE: Ministry of Education
HDP: Higher Diploma Program
CTE: College of Teachers' Education
HDL: Higher Diploma Leader
HDT: Higher Diploma Tutor
HDC: Higher Diploma Candidate 10

Chapter Two

II. Review of the Related Literature

a) The Role of HDP for Quality Education

Until the early 1990s, the pursuit of quality in institutes was implicit in such activities as curriculum development, rather than explicit in programmers for institute improvement. The concept of quality as a management was only just beginning to merge within the car industry. By the early 1980s, competition from Japan has generated a desperate financial crisis of the Ford Motor company- ironically so, accountants dedicated to reducing cost and tightening budgets. During the 1990s, as the notion of managing quality has become formalized in business applications, so several attempts have been made to transfer the idea of quality to educational setting (Maurice Holt in Hoy, Bayne-Jardine and Wood, 1999:1-2). Quality in education is linked to purpose. Education is to do with learning, rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. Margaret Maden and Josh Hillman, Cited in Hoy, Bayne- Jardine and Wood (1999: 13) pointed out that improvement is achieved by the whole institute; by the teacher, but also by the pupils by all staff, not only the teacher, and by the parents and wider community.

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b) Concept of Quality of Education

Literature on the quality of education often covers very broad concepts. Under the quality of education umbrella term may be included: content and methods of teaching, management of the educational process, what that students learn and who the learners are, as well as attempts to adapt education to changing needs through innovation (Coombs, 1969). Teachers and other engaged actively in education look at what is going on in terms of its educational value. Their valuations, on which their estimates of 'quality' are based, will relate to intrinsic consideration of two types – the first to do with the approximation of their products to their concept of an education in achieving approximation to such products out of children who came to them will therefore be understood partly in terms of achievement in relation to some ideal standards, and partly in terms of efficiency relative to the standards of intake. According to Peter (1977:27) there could be:

i. Product judgments of quality, which related purely to the degree to which those who had been at a college satisfied the multiple criteria involved in'being educated'. In this case quality of education involves quality of the product (Hawes; 1985; 255).

ii. Process judgments of quality, which took careful account of the state of students before they entered such institutions and measured the extent to which they had progressed towards being educated from a given base-line. Accordingly, we can say education has a quality if it exhibits some of the criteria associated with education, in either the product sense or in the process sense to a pre-eminent degree. But it is usually very difficult to say that there is more or less quality, because of the multiplicity of the criteria involved.

Quality implies different things to different people. Everyone is in favor of proving quality education (Sallis,1993: 21). The argument starts because there is a lack of agreement as to what it means. According to Sallis (1993: 27-29), in defining the quality of education, it is always necessary to ask two fundamental questions when trying to understand quality. The first is, that is the product? And the second is who the customers are? The product of education is often the pupils or the students. Learners are often talked of as the output. The difficulty is that it is impossible to produce pupils and students to any particular guaranteed standard. The idea of the learner as a product misses the complexities of the learning process and the uniqueness of each individual learner. Therefore, it is more helpful to view education as a service rather than a product line. Service quality characteristics are more difficult to define than those for physical products since they include many important subjective elements.

Hoy, Bayne-Jardine and Wood (1990, 10) define quality in education as an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standard set by the clients who pay for the process or the outputs from the process of educating. Accordingly, quality in education is clearly linked to purpose. A quality education is one that enables children to reach high level academic outcomes (McDerMott; 1988:55). According to Ross and Mahlck (1990:71), an adequate definition of quality of education must include student out comes.

The common view of quality in education given by educators and policy makers, according to Adams (1993) cited in Asseffa Berhane (2002: 29-30) are: *Quality as reputation*-the existence in the minds of most people folklore about which are the best educational institution in a country. However, the basis for reputation often includes information or assumptions about inputs and outputs. *Quality as a process*- reflects not only inputs or results, but also the nature of the intra institutional environments.

Quality as resource and inputs- fiscal reflects the particular bias of a community, an institution or a country toward a body of knowledge, skill or information. *Quality as outputs or outcomes*-achievements in knowledge, skills, entrance ratios to next level of education, income, & occupational status of graduates. This shows how well institution prepares students to become responsible citizens in skill, attitudes & values relevant to the country's needs.

Quality as valve added- a measure of change – how the students have changed because of the learning program, the culture, and the norms of the institution; how the institution helps students to achieve their potential or enlarge human capacities. The value added consists of learning gain and the increased probability of income- earning activity (World Bank, 1995:45).

Public debate on the quality of education usually concentrates on a small number of issues that most frequent of which is the students' level of achievement. But it appears that the general concept of educational quality is complex and multidimensional. Evaluating the quality of the educational system as a whole, or a part of that system entails analyzing first and for most (Grisay and Mahlck, 1991: 34):

a. The extent to which the products or results or the education provided (i.e. the knowledge, skill and values acquired by the student), meet the standards stipulated in the system's educational objective and.

b. The extent to which the knowledge, skills and values acquired are relevant to human and environmental conditions and needs.

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But the notion of quality cannot be limited to students alone; it should also take into account their determinants (especially if the ambition is to improve quality) i.e. the various means such as the provision of teachers, building, equipment, curriculum, text books and teaching – learning process, etc. (Grisay and Mahlck; 1991;4) there is no such thing as general definition of the ultimate purpose and objective of education (Beeby, 1986:37). In line with this Kellaghan and Greaney (2001: 22-23) have explained the role of education as related to its purpose and objective. Accordingly for some, the role of education is fostering students' cognitive, moral and social development; for other, education is a means of promoting social cohesion and nation building; for other, it is a preparation for the world of work. It maybe because of this divergence in views that many, though not all, system assessments focus on knowledge and skills that are universality accepted as important.

In general, quality in education can only be conceived as being relative and related solely to the context in which the education is provided. However, in education, quality makes the difference between success and failure (Sallis,1993:11) quality demand is increasing. Work is required to be done faster and better. Quality demands are up. This is due to downsizing, restructuring and the needs of organizations that are facing foreign competition (Gerber and Brown;1994:197). Therefore, quality education at every level is an absolute necessity to day(Mitra,1998;663).

c) The use of HDP Training for Educatio nal Standards

The idea of standards is closely related to the idea of quality, and had a part in much debate about education since the 1980s (Kellaghan & Greaney; 2001:23). The philosophy or ideology of a government will implicitly or explicitly determine goals and specify standards for different aspects of education, although naturally each one will differ in the relative emphasis it places on cognitive as compared to affective achievement and social skills (Grisay and Mahlck, 1991:4). This means that education standards must be viewed as being relative to the particular purpose, place and time of student. When student receive performance standards which articulate a specific content area or skills focusing on expected students' work regularly and consistently in advance of their assignments, their work change both qualitatively and quantitatively. Much of the confusion in the debate on the decline of educational quality stems from the common belief that achievement or performance of pupil's schools or the entire educational system. But, since the conditions and needs vary from one country to another, and knowledge and technology are constantly changing, educational standards must be regarded as fundamentally relative (Beeby, 1969). Furthermore, standard set should be periodically reviewed – on the basis of research studies- also because aspirations and expectations of the population change (Grisay and Mahlck, 1991: 4). For this purpose, content standards and instructional objective can serve as important point of entry for teachers and administrators working to revise curriculum (Zmuda and Tomiano; 2001: 28). Finally change in standards must be related to changes pertaining to learning conditions, such as resource, classroom practices, and teacher competence.

d) Measurement of Quality of Education in line with HDP

As stated earlier, quality in education is difficult to define and measure (World Bank, 1995: 2). Regarding this, Tegegn Nuresu (1998: 41) expressed that a discussion on the quality of education usually focuses on level of pupils achievement in examinations, parents satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute to the quality of educational provisions. These are pupil – teacher ratios, class – size, and availability of facilities and qualification of teachers.

One indicator of the quality of school work is the rate and frequency with which students complete an assignment; the performance, moreover, must conform to the requirements of the task (Schlechty, 1990:58). On the other hand, the quality of educational system or part of the system is often described in terms of inputs into the teaching process rather than in terms of students' achievement, basically because inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified but not necessarily motivated staff, where as another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicator which are frequently used by planners in developing countries as approximate means of measuring quality, e.g. repetition, dropout, promotion and transition rates. This is probably due to their availability (Grisay and Mahlck, 1991; 4-5). Nevertheless, whilst they are useful for making aggregate comparisons between region of a country, and between countries, they are less relevant for analyzing differences in performance between school and between students with in the same grade. For this, measures of learning outcome will be necessary (Lockheed and Hanshek, 1987). Learning outcomes are typically being measured through standardized measurements of students learning implemented at the end of the schooling grades (Gropello, 2003: 9). Most countries now have some cycle. In cases where those does not exist, results of simple school leaving examination can be used as

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proxies, but the probable lack of comparability of the results. These measurements may provide a sort of mechanism to keep some attention placed on quality of instruction (Schiefelbein, 1990: 21).

Finally, the participation in regional assessments or even international assessment would also provide a country with some measure of learning outcomes, and allow comparisons with other countries, providing some objective benchmarking of the country's performance. It is, ultimately advisable to measure learning outcomes through national and non- national exams (Gropello, 2003, 11). Where such data like result in standardized achievement tests and furthermore, the attainment of more complex- but not less vital educational objective are rarely evaluated: individuals capable of working in cooperation with other to demonstrate ability of inquiry and problem solving etc. can be used to measure quality of education (Ross and Mahlck 1990: 41). In general, according to Ross and Mahlck (1990: 72-73), every society has certain explicit or implicit measures or status indicator of educational quality such as educational inputs, educational outputs and educational processes.

e) Quality, Efficiency and Effectiveness

The concept of good education varies with the stage of development of the school system and of the teachers who serve it. Quality of education according to Beeby (1966: 10-13) may be thought of at three different levels. At the simplest level is what might be termed the *classroom* conception of quality, quality as seen by an inspector of schools. This embraces such measurable skill as ability in the 3 R's, and the acquisition of a given range of fact about history, geography, hygiene and the like.

The second level is termed outside the classroom and into the market place, where the quality of education is measured by its productivity. The economist may show an interest in the relation between the 'input' and 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency signifies that cost and benefit values are attached to input and output (Grisay and Mahlck; 1991:6). According to economists an improvement in the quality of resource devoted to education or by an improvement in the efficiency with which existing resource are employed (Burkhead, Fox and Holland, 1967: 5). An increase in the quality of resources takes the form of more and better inputs into education.

At third level, where quality is judged by broader social criteria, new sets of values must be taken into account, and clashes of opinion and each judges the school system in terms of the final goals we set for ourselves, our children, our country. Among these three levels, it is at the classroom level that the greatest measure of agreement on quality will be found (Beeby, 1966:13). Beeby (1966:15) argued that any fall in the quality of the work might be expected to increase the number of failures and dropout in schools.

The term 'quality' and achievement (i.e. Students' examination results or test performance) are sometimes used interchangeably by planners and administrators when describing the evaluation of the education system or when comparing the situation of a school or group of schools (Grisay and Mahlck, 1991:5). In response to public concern in the 1960s those in position of political responsibility for the quality of schools implemented local, state and even nation school reform initiatives. As a result of this demand for evidence of school effectiveness, over the past few decades billions of dollars were invested in USA in the production, administration and the use of standardized test (Stiggins, 2002: 19).

Most recently, state wide standard based assessment have become the latest approach to outcome accountability. Standard based approaches are similar in some respect to minimum competency testing, but different in other. For example, performance based assessment were rarely used in minimum competency testing, many standard – based approaches however, include performance- based assessment that require pupils to produce or apply knowledge, not just remember it (Airasian and Abrams, 2002:55). An effective school is then a school, which gives a significant contribution to the students' achievement independently of the students' background and the community context (Gropello, 2003:11).

In other words, it is the value added by the school to the students literacy, academic and social skills through its teaching practices, general organization and management, etc. high quality a schools are sometime defined by their results e.g. cognitive tests or examination scores or by their material correlates (e.g. resources per students) (Lloyed, Tawilla and Clark, 2003: 447). Quality education puts students at the center of the process; students' achievement must be the school's first priority since school exists because of students, this would seem self-evident (UNICEF, 2000:16). Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who can continue quality for individuals and systems (UNICEF, 2000: 19).

Current state legislative policies across the United states aimed at strengthening education accountability through standard based practice, parent choice, and charter schools emphasize policy makers' beliefs that schools may be evaluated in term of their effectiveness in educating their students (Heck, 2000: 20), educational practitioners have often been reluctant to rely solely on these type of indicator of educational quality (Salgank, 1994 in Heck 2000: 513). One

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important issue is that the use of students outcomes as an indicator of educational quality raises concern about test fairness (Oakes, 1989 in Heck, 2003: 513). For examinations (tests) to improve quality of education, quality of examinations themselves, kellaghan and Greaney (1992 :9) have argued that defect of examination have been pointed out in numerous occasions in African countries. These are;

i. Most examinations, at both primary and secondary level, are limited to pencil and paper test and so ignore a variety of skill that cannot be measured in this way.
ii. Examination emphasizes the achievement of scholastic skills paying very little attention to more practical skills.
iii. In most examination questions, the student is required to recall or recognize factual knowledge, rather than to synthesize material or apply principle to new situations. Many examinations contain very little reference to the everyday life of students outside the school, dealing with scholastic topics and applications for the most part, rather than, for example trying to find out if a student can use money in the market place.
iv. The quality of actual items used in tests is often poor. If schools gear their teaching to such examinations, then they are unlikely to be successful in developing in their students the kind of knowledge and skills that most people would regard as desirable.

As a solution to improve quality of examination, accreditation of institutions may be useful. This is, on the one hand, the relationship between government and increasingly autonomous institution changing and, on the other hand, individuals are less and less likely to start and complete a qualification of a single institution over a single period of time Accreditation mechanisms need to establish a new link between the assessments of individual completeness and evaluation of institutional capacity and performance (World Bank, 2003: 67). This is because accreditation and certification system help learners move easily and efficiently between different types and levels of learning. Several countries have developed national qualification frame works that assign qualifications from different institutions to a set of levels, with each level linked to competence standards since the 1980s – Australia, England, New Zealand, Scotland were the earliest to do so (World Bank, 2003: 65). Other Asian and African countries have announced plans to develop framework. Institutions are held accountable for the standard of service they provide (Stone, 1977: 8).

To control quality and maintain accountability, many countries, including Chile, Colombia, France and the United Kingdom, have established national standards and assessments at the primary and secondary education levels (Lethwood, Edge, and Jantzi,1999 in World Bank 2003:68). It is important to distinguish between selection testes for access to the next level of education, which virtually all countries have and tests at various stage of schooling certifying learning and providing for accountability, which are less common (world bank, 2003;68). In relation to accountability one may ask as to who may be responsible if quality does not reach an acceptable standard. Kellaghan and Greaney (2001;27), in an attempt to answer this question argue that government, educational planner, managers, teachers, students, teacher training institutions, parents, and even taxpayers are all accountable. In general, it is safe to say that everyone should be held accountable for matters over which each has control. Finally there are alarming numbers of students who do not master certain desirable levels of reading, writing and arithmetic as required for their grade level. Therefore quality control can help identify special and common causes (Mitra, 1998; 663).

f) Teachers' knowledge and skill, experience and motivation

The more people know the more they can do. The better-educated staff the better able they will be under take quality improvement (Sallis, 1993: 49). It is the quality of the teacher that influences the quality of learning in the classrooms (Dear, 1996: 160). The quality of the teaching staff is measured by their educational level (OECD, 1973: 77). Of all inputs required to carry out an educational activity effectively, teachers are the major component in successfully accomplishing the task. They occupy almost a crucial position in the modern society because they serve as a bridge to link the society and education system.

Effective teaching is determined by the individual teachers' knowledge of the subject matter and mastery of pedagogical skills, which create a strong positive effect on student achievement. For this to happen, adequate preparation is required. This means that a teacher needs professional training to be able to understand the needs of the students and to assist them expertly in a more effective way. Teachers are increasingly being asked to accept a fuller responsibility, of creating condition to pupil's learning and mastery of learning offers exciting possibilities in doing so (Drever, 1985: 139). Smilarly, OECD (1992: 79) argued that improving educational quality has become a wide spread priority and in this the role of teachers is pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Carnoy (1999: 84) has argued that if teachers are crucial, education policy makers will need to get a much clearer picture of who their teachers are, how they view their role in the system and the type of incentives, regulation, and training that will increase their effort and improve their capacity to transmit knowledge to students. Among other problems the quality of teachers is most crucial,

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because qualified personnel in the future should not only have knowledge, more important, they should be devoted and faithful to their tasks. The influence on students by a teacher's own personality cannot be replaced by any teaching material or technological equipment (Mingyuan, 1989: 89). Thus the quality of teachers is the key to the effectiveness of education.

Teachers' subject knowledge, an intended outcome of pre- service training is strongly and consistently related with student performance. The most effective strategy for ensuring that teachers whose knowledge has been assessed. Well – designed, continuous in – service training is a second strategy for improving teacher subject knowledge and related to pedagogical practices (World Bank, 1995: 82-83). The highest quality teachers, those most capable their students learn, have deep mastery of both their subject matter and pedagogy.

In addition to qualification, experience of teachers is another important factor that creates favorable condition in teaching. Regarding this, Caillods (1989: 156) has noted that, the development of stronger instructional and classroom management is gained through experience. Those teachers with long teaching experience can minimize the amount of time needed for administrative procedure matters in the classroom. Experienced teachers introduce appropriate method and techniques of teaching that can related the learning activity with pleasant event and consequences. They are also able to create an environment that assists students to feel good about them. However, according to research finding, majority of developing countries including Ethiopia have faced serious shortage of well – qualified and experienced teacher educators.

Ones the teachers' qualification is fit to the standard i.e. knowledgeable and well skilled with sufficient experience, their working condition which include remuneration, professional development, availability of learning materials, effective and democratic leadership (quality of administrative support and leadership), free from stress, etc. affect their ability to provide quality education and therefore, be considered. Regarding this ILO and UNESCO (1994) argued that major emphasis on teachers' working conditions, salary, and their decision – making role in education change at the national and local level is central to improving educational change at the national and local level is central to improving educational quality. In addition, a UNESCO conference on the status of teachers (1966: 114) stated:

> *Amongst the various factor which affect the status of teachers particular importance should be attached to salary seeing that in present world conditions other factors such as the standing or regard accorded them and the levels and appreciation of the importance of their functions are largely dependent as in other comparable professions, on the economic position in which they are placed.*

The above statement indicates that teachers need incentives, which is one form of motivation. Motivation is a critical determinant of performance (Lunenburg and Ornstein, 1991: 88). Similarly, Noah and Morrison (1997: 134) state that demotivation was found to be the cause for poor quality teaching. This implies that better motivated teachers provide better methodology of teaching and guidance services. Hence, to help teachers exert effort in manner appropriate to their specific jobs, motivation is necessary. If motivated, a teacher might show greater effort by developing various types of institute improvement whereby teachers play an active role in the operation of the institute. Accordingly, the motivation of teachers lies at the heart of change for the better and sustaining motivation deserves greater attention. In general, good performance requires having adequate and well- qualified teachers who motivated to work hard.

Relevance and Development of HDP Modules

HDP Modules defines the subject to be taught and furnishes general guidance regarding the frequency and duration of instruction. HDP Modules and Teachers Guidance should be closely linked to performance standards and measure of outcome (World bank, 1995: 77). National goal for education, and outcome statement that translate those goal into measurable objective, should provide the starting point for the development and implementation of HDP Modules (UNICEF, 2000). HDP Modules should emphasize problem solving that stresses skills development as well knowledge acquisition. HDP Modules should also provide for individual difference, and focus on results or standards and targets for student learning. In addition curriculum structure is gender- sensitive and inclusive of students with diverse abilities and background and responsive to emerging issues such as conflict resolution (UNICEF 2000:9). The problem is that curriculum changes are available. There is little or no monitoring of educational quality and comparison of output on a national or regional basis (Baum and Tolbert, 1985: 124). Sometimes, there is problem of relevance when HDP Modules is developed. In line with this, Seyoum and Ayalew (1989: 8) argued that by the twentieth century, educators were confronted with large numbers of students who found the existing HDP Modules rigid, difficult, demotivating and irrelevant to real life situations. Therefore when changes in curriculum occur, it should be made relevant to the future life of the student and should be relevant to the development of the society as a whole. Hence, the quality of the Modules affects the quality of HDP training.

Preparation and development of a curriculum should be considered in light of what has been done to include the interests, needs and educational

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background of the students and their level of achievement. The content of the curriculum should be appropriate and proportionate to the knowledge level of the learners, if the desired quality of education is to be attained effectively pertains to the, Coombs (1986: 105) argued that quality of education pertains to the relevance of what taught and learned to how well it fits the present and future learning needs of the particular learners in question, given their particular circumstances and prospects.

Additionally, irrelevance of the Module is the most critical problem in the HDP training system of this country. Therefore the problem related with what is stated above affect the quality of CTEs education.

Chapter Three

III. The Research Methodologies and Procedures of the Study

a) Method of Research

This study is aimed at the Role of Higher Diploma in Improving Trained Teachers' Classroom Teaching Methods in selected CTE in Oromia so as to understand and describe the causes for implementation problems. The method employed in this study is descriptive method because it helps to reveal the current major implementation problems after the training of higher diploma in selected Oromia CTE.

b) Data Source

Data sources in this study were of both primary and secondary ones. Secondary data were collected from recent modules of higher diploma leader's guide, Relevant impact assessment of HDP related works, relevant technical documents prepared by ministry of education, yearly HDP National workshop moderation reports and related documents from CTE were the sources. Primary data were collected from HDP leaders, Tutors, HDP Trained Teacher Educators, and HDP related line managers and students in the respective CTE. In addition, observation regarding the availability of improvements in classroom teaching methods because of HDP trainings and related matters in sample CTE's were made.

c) Sample Population and Sampling technique

There are 10 CTE in Oromia Currently. From these three of them were Nekemte , Jimma and Asela which were chosen using purposive sampling. The reason for using purposive sampling technique in determining the sample were to examine the certain improvements and changes of HDP experienced beginners since they trained more teacher educators up to the present time. The following table shows statistical representation of the targeted research.

Table 1: Questionnaire in three CTE's

I	Asella		Nekemt		Jimma		Total
	Sex		Sex		Sex		
	Male	Female	Male	Female	Male	Female	
	16		16		15	1	48

Table 2: Academic Qualification

I I	Asella				Nekemte				Jimma				Total
	Diploma	First Degree	Second Degree	PhD	Diploma	First Degree	Second Degree	PhD	Diploma	First Degree	Second Degree	PhD	
		7	9			5	11			4	12		48

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Table 3: HDP Related Facilitation

III	Asella					Nekemt					Jimma					Total
	HDC	HDT	HDL	HDPLM	HTT	HDC	HDT	HDL	HDPLM	HTT	HDC	HDT	HDL	HDPLM	HTT	
			2		14	1	1	1		13	2	1		1	12	48

Table 4: Experiences in Teaching

IV	Asella						Nekemt						Jimma						Total
	2-4	5-7	7-9	9-11	11-13	13& above	2-4	5-7	7-9	9-11	11-13	13& above	2-4	5-7	7-9	9-11	11-13	13& above	
	1	2				13	1	2	2	1		10	1	2	2		1	10	48

Regarding the respondents, HDP related line managers were included in sample by using a variability sampling technique since they were few in number. The other groups of respondents constituted students and HDP trained teacher educators. Fifty- Seven students from each college making up a total one hundred and seventy –one students out of 5,700 and Sixteen HDP trained teachers from each college making up a total of 48 teachers out of 210 will be included using probability sampling in such a way that after the number of students and HDP trained teachers were decided, they were requested to pick papers on which a number were written one by one. The above colleges, students and HDP trained teachers were selected using probability sampling since the populations were relatively large.

d) Instruments for Data Collection

In order to gather first hand information pertaining to the subjects of the study, questionnaires will be set and administered. Questionnaire will be used to secure data from many people at a time and for its natural characteristics that follow informants to express their ideas and opinions freely.

Thus, questionnaires composed of both open and close ended items were set and administered. To cross-check the validation of information gathered, the researcher used semi-structured interview questions beside with personal observation which was used to compare the opinion of respondents with relevant issues of pre-set questionnaires of students and teachers.

e) Procedures of the study

The questionnaire was initially developed in view of the basic research question of the study. Before they were administered to respondents, a pretest was carried out in one college to ensure language clarity and appropriateness of the item contained in the questionnaire. Experts in the field were consulted and appropriate change was made depending on comments Collected during the tryout. At last, these questionnaires were set in their final forms. Objectives of the study were explained to respondents to maximize return of questionnaires. In addition, observation checklist was developed to cross check the information that was obtained.

f) Methods of Data Analysis

After the questionnaires were returned from respondents, data gathered from respondents was tabulated in such a way that it described the characteristics of respondents and results of responses to the given item. Results of respondents were employed to analyze the responses of the sample groups as it is revealed in the following table.

g) Organization of the study

The research report was organized in five chapters. The first chapter contained the background of the study and its approach. The second chapter dealt with a review of related literature. The third chapter dealt with the research methodology and procedures of the study and the fourth chapters dealt with presentation and analysis of findings. The final chapter contained summary, conclusions and recommendations of the study. At the end papers containing relevant information that was used in this study was annexed in the appendices.

Chapter Four

IV. Analysis and Interrelation of Data

Sixteen HDP trained teachers from each CTE, constituting the total of 48 filled the questionnaire and completed the closed –and open – ended questionnaires, out of 210 instructors who have completed the HDP in Nekemt , Asela , Jimma CTE's. An unknown, but considerable, number of these have since moved on to study for higher degrees or to teach at other universities. In addition, 2 instructors from each of the above CTEs with the total number of 10 were interviewed using semi-structured interview questions.

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Thus it does represent a valid sample, being at list 8%of total trained teachers (only 1 % female), socio economic status and nationality.

On the other hand, there were also respondents who were taught by the same teachers in the same CTEs comprising 57 for each with total number of 171. Since all their responses were more or less similar, they were analyzed in the same graph as it is explained in this chapter.

The respondents were guaranteed anonymity (they did not have to write their names on their questionnaires) and confidentiality (even if the researcher knows who had written a particular answer, he would not reveal that information to anyone else). The participants were, therefore, encouraged to answer completely honesty in order that the answers should have workshop itself were that ample time was given, which they may not be willing to dedicate to the job at other times, and collusion was discouraged so that answers were individually.

a) Analysis and Interpretation of the Quantitative Questionnaire

Results of respondents were employed to analyze the responses of the sample groups as it is revealed in the following table. Different statements that are related to varied methods ofteaching with their negative and positive implications. They are the responses of three CTE's lecturers and Students.

Table 1: The analyses in this chapter are conducted according to the following table.

	Asella						Nekemte						Jimma							Total
	Old		New		HDP		Old		New		HDP		Old		New		HDP			
	1,2,3,5, 12,15,19, 20,22		4,6,7,8, 9,10,11, 13,14,16, 17,25,29, 31,32		18,21, 23,24, 26,27, 28,30, 33,34		1,2,3,5, 12,15,19, 20,22		4,6,7,8, 9,10,11, 13,14, 16, 17,25, 29, 31,32		18,21, 23,24, 26,27, 28,30, 33,34		1,2,3,5, 12,15, 19, 20,22		4,6,7,8, 9,10,11, 13,14,16, 17,25,29, 31,32		18,21, 23,24, 26,27, 28,30, 33,34		Number of statements in questionnaire	
	–	+	–	+	–	+	–	+	–	+	–	+	–	+	–	+	–	+	Teachers' Response	48
V	2	14	6	10	4	12	5	11	3	13	5	11	1	15	2	14	3	13		
	2,3,5,6, 9,10		1,4,7,8, 11,12,13		-----		2,3,5,6, 9,10		1,4,7,8, 11,12, 13		------		2,3,5,6, 9,10		1,4,7,8, 11,12, 13		-----		Number of statements in questionnaire	
VI	8	49	10	47	-----		6	51	9	48	-----		4	53	7	50	-----		Students, Response	171

Numbers of statements in the questionnaire are analyzed:

1. HDP-Changes observed because of Higher Diploma Program analyzed in No.1.1-1.9
2. New- Changes observed because of Active Learning Methods analyzed in No. 2.1-2.7
3. Old- Changes observed because of teacher-centered methods of teaching analyzed in No. 3.1-3.2

In the first part of this trained teachers' classroom teaching methods, the participants were asked to rate their degree of agreement with 34 statements for teachers and 13 statements for students. The scale used was a five –point as follow as:

1. Strongly agree,
2. Disagree
3. Agree,
4. Strongly disagree
5. Neutral

Responses 1 & 2, 4 & 5 were consolidated to give general ratings agree or disagree with point 3 on the scale being considered neural as between agreeing or disagreeing.

The vertical scale of the graph representing the result was as follows:

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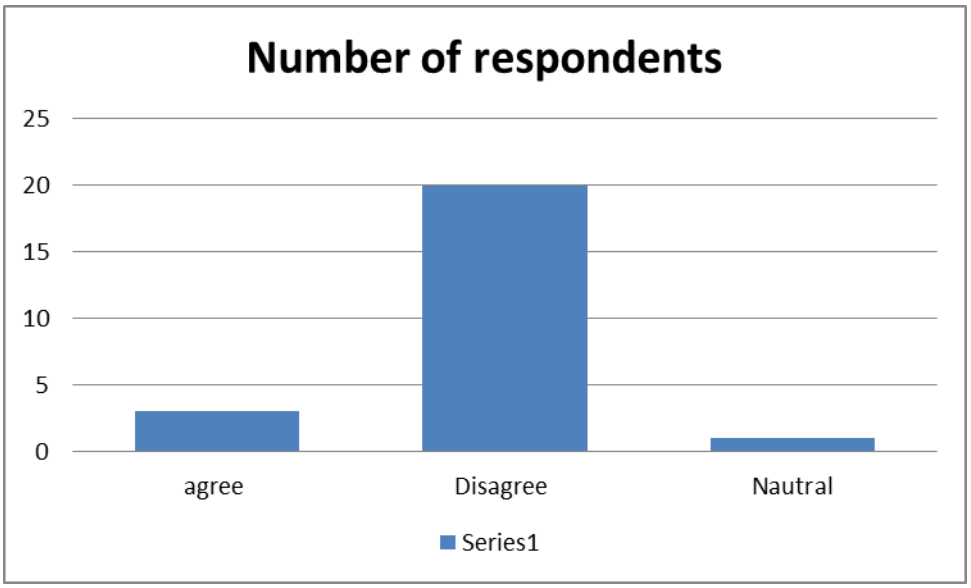


Figure - 2

Group of statements on HDP: Improvements that were observed from trained teacher educators because of the role that HDP training in CTE played.

This response is not surprising, though one might have expected all the respondents to say that the HDP had changed the way they teach as they spent eight months taking the course and ,in most cases ,put a lot of time and effort into it. The respondents who were neutral are either saying that the course failed in its purpose or that they were already such good teachers that they had nothing to learn from the course. Nevertheless, it is clear that most lectures feel that they benefited from the HDP and presumably, have become better teachers because of it.

i. *The existence of other training which is better than HDP to support for improvement of class teaching methods*

Again it's rather surprising that any one regrets having completed the HDP and therefore, considers it is wastage of time. In fact, the lecturers did have choice, though there may have been a sense of professional obligation or pressure from departmental superiors which, if there was, is surely a good thing. In general, however, it is clear that the HDP is highly valued. It would be interesting to explore why some lecturers feel they did not benefit from it.

ii. *Professional Development Observed because of HDP training held in CTE's*

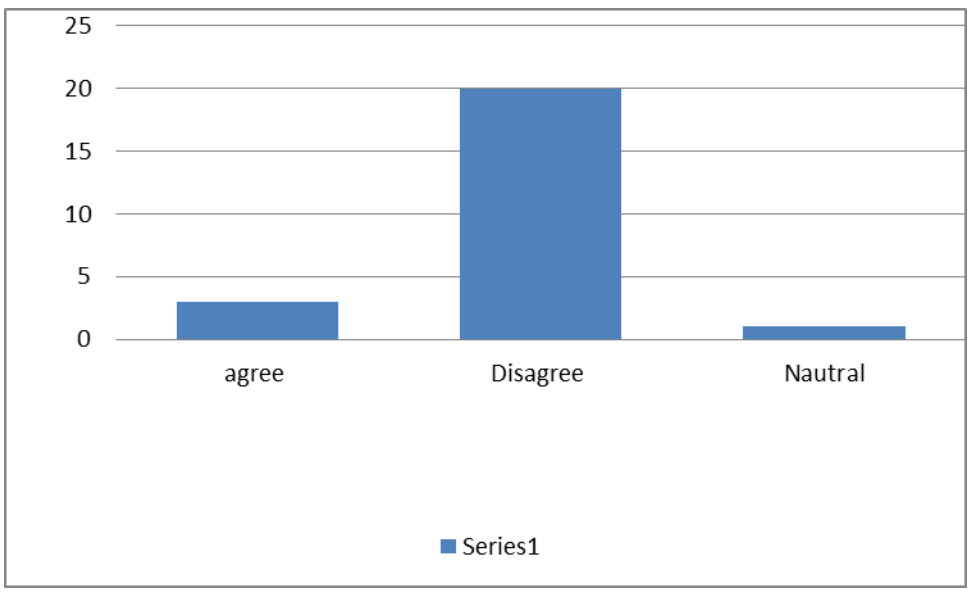


Figure - 3

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This confirms that responses to the previous two in that the HDP is regarded as very important for instructors' career development. This should be seen in relation to questions 18, 21, 23,24,26,27,28,30,33 and 34 below where a majority of respondents affirmed that the HDP certificate would help them to advance their careers. These statements serve to cross –check other and do, indeed, yield similar responses. Again, it is curious that a few respondents feel that the HDP has not helped their professional developments. Unfortunately, it is the nature of multiple choice questionnaires that the researchers don't really know what the respondents are really thinking or whether they have misunderstood the question.

iii. *HDP graduates need follow –up workshops throughout their careers to remind them of HDP methods.*

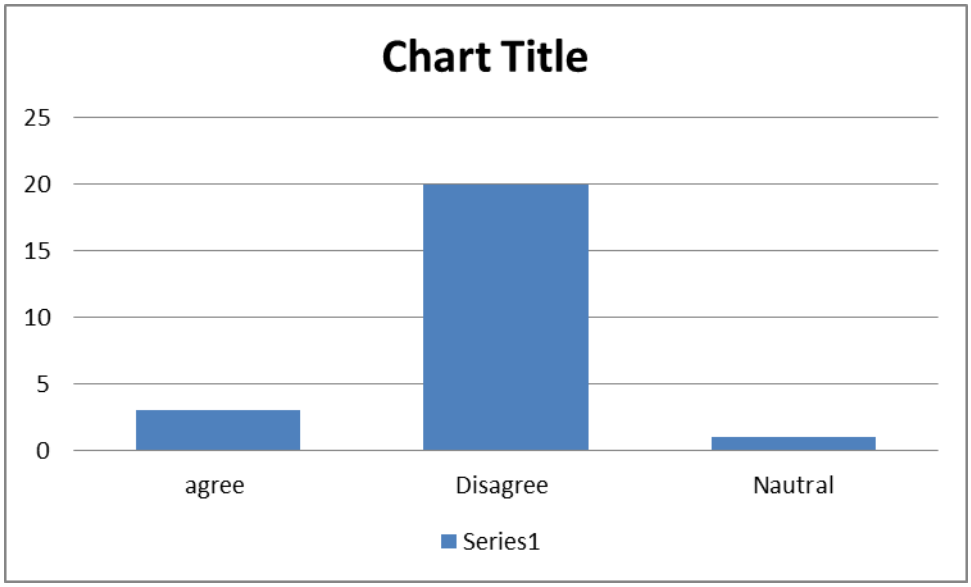


Figure - 4

There was strong in favor of this statement, which shows that instructors recognize the need for updating their methodologies on a regular basis. Attitudinal and methodological change do not happen after only one course or workshop, but need regular updating and reinforcement. With the new framework for continuous professional development in higher education because of its publication in the ministry of education, it is expected that this refreshing and upgrading will be an obligation on instructors in the future.

iv. *My action research was useful to my teaching.*

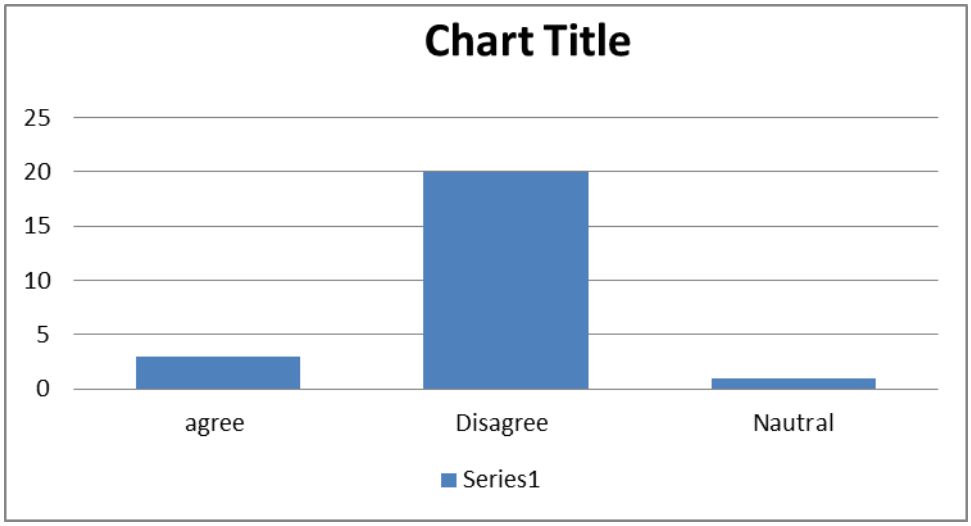


Figure - 5

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This is strong support for the role of action research in the HDP course. This statement and number 10 above, about the school placement, were included to be unnecessary components of the course if it were strictly limited to teaching methodology. Both were given strong support, demonstrating that HDP graduates do not just see the course in such limited terms, but as an enrichment of themselves as educators, not just teachers.

v. *Lesson plans help teachers with time management*

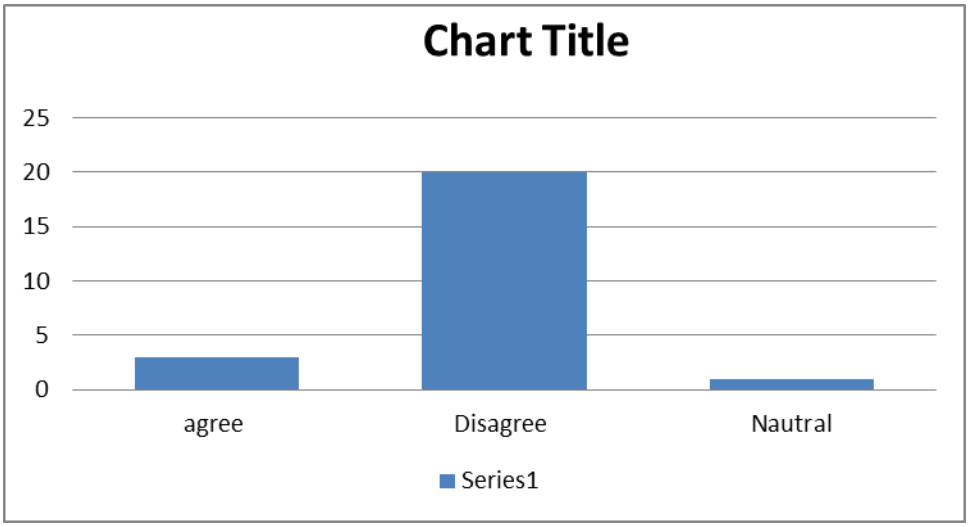


Figure - 6

As has been commented previously in relation to other statements, it is surprising that any instructor would disagree or even undecided about this statement, though there are probably some instructors whose time management would not be helped by anything.

vi. *Observing a colleague's class is only done during the HDP*

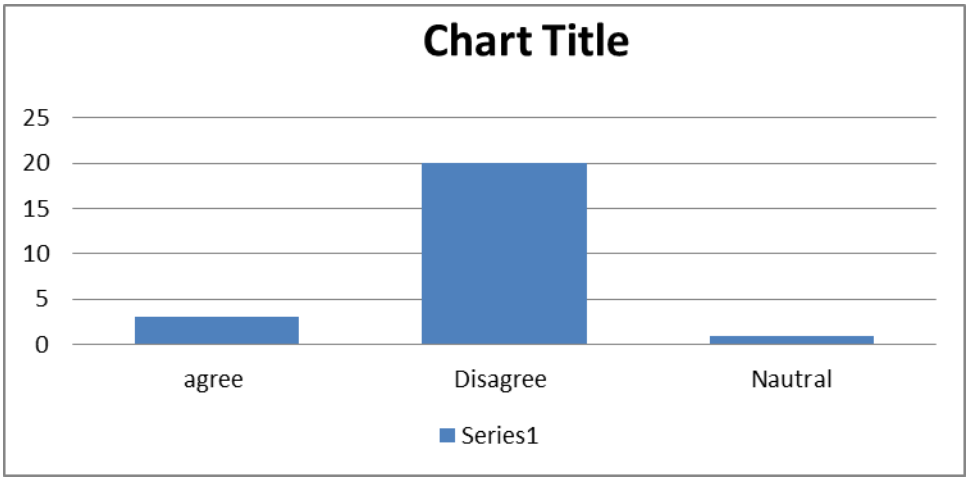


Figure - 7

As commented earlier, a new CPD policy for higher education is coming into force and this will undoubtedly require more lesson observations. It is good to see that there is some peer observation taking place apart from the HDP requirements.

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vii. *The HDP certificate helped me to advance my career.*

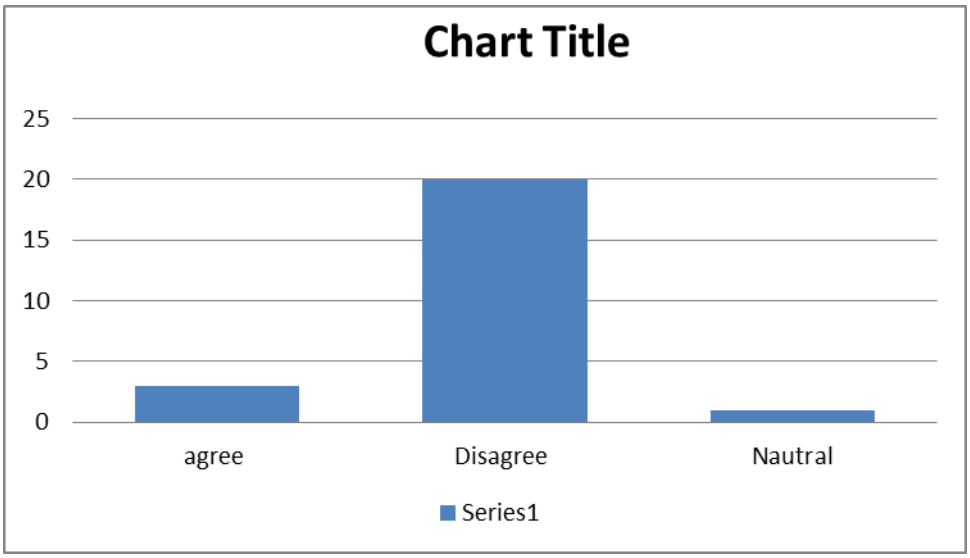


Figure - 8

If the HDP certificate had the recognition it deserves, as a professional qualification and recognition of teaching competence, everyone would have agreed with this statement. The fact that so many were unsure in their response, demonstrates that the HDP still does not have the degree of recognition that would guarantee successful career progression. If it were obligatory for all CTE instructors to have the HDP certificate, there would be no doubt that it was a requirement for promotion and advancement and advancement in the profession.

viii. *Recommending colleagues to take the HDP courses*

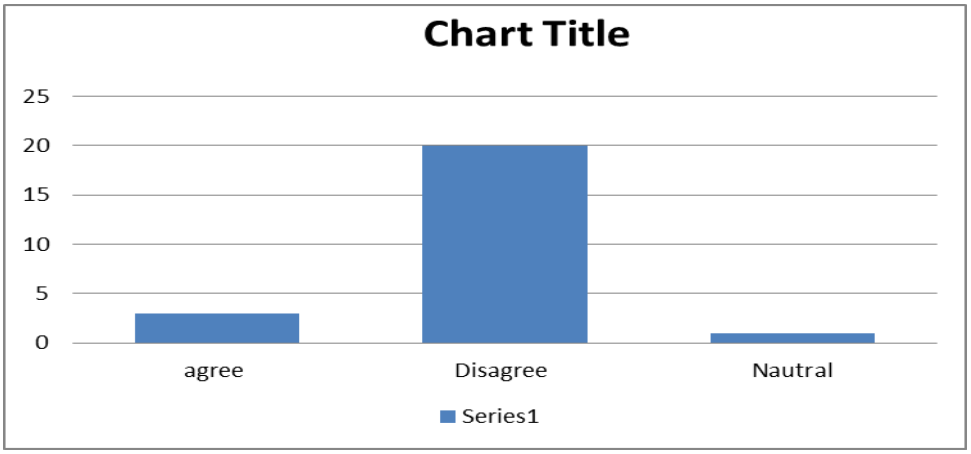


Figure - 9

The most unanimous approval given to this statement shows that, despite the uncertainty expressed in the previous item about the value of the HDP for career progression, it is valued for the enhancement of teaching skills that it provides, even if these are not recognized sufficiently for promotion or salary enhancement.

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ix. *Most of what is learned during the HDP is not useful*

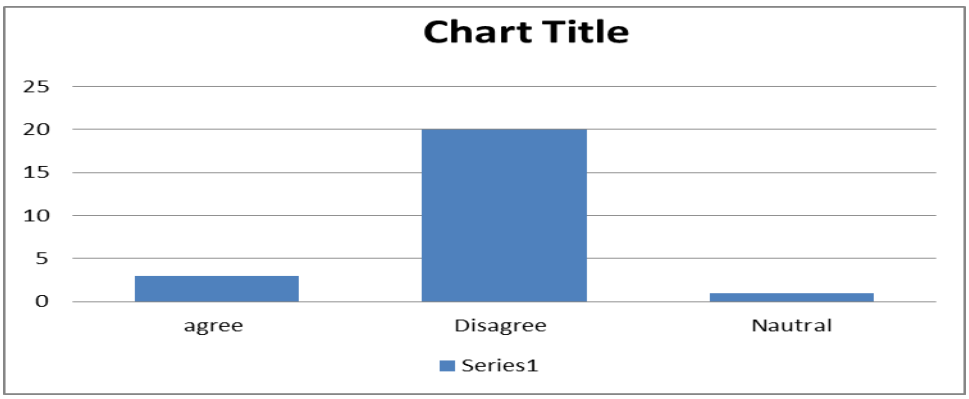


Figure - 10

It is somewhat surprising that anyone would say that they wasted their time doing the HDP, though this is what those who agree with this statement seem to suggest. Perhaps, under the cloak of anonymity, there are always going to be those who like to be controversial response. The statement is probably poorly worded and perhaps, therefore, confusing. It is a principle of questionnaire wording that the statements should be affirmative to avoid the ambiguity of double negatives.

b) Active Learning Methods: Group of statement son ALMs (4,6,7,8,9,10,11,13,14,16,17,25,29,31 and 32) 4: HDP trained teachers using of active learning methods in actual classroom

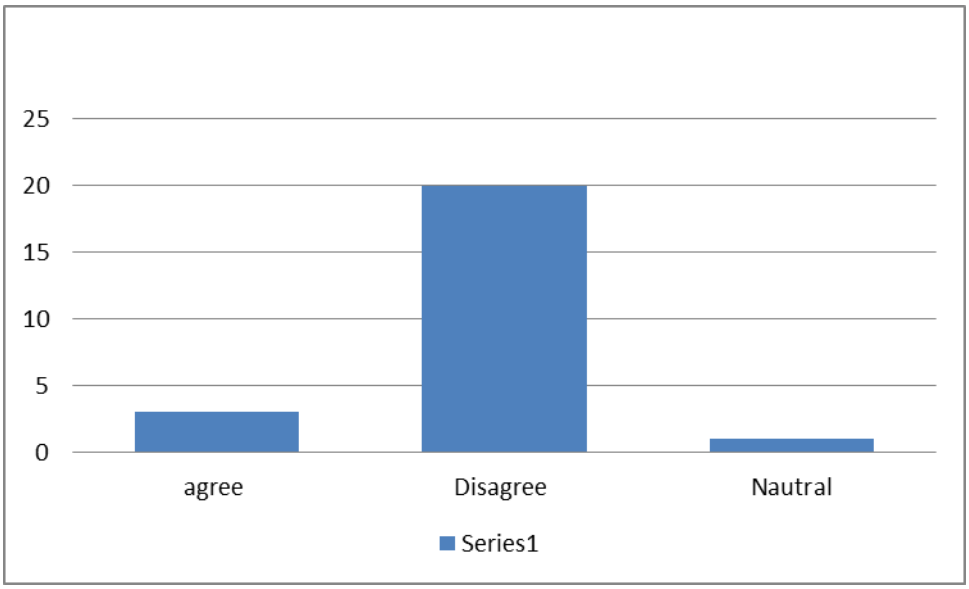


Figure - 11

This is very strong response in favor of the instructors having learned that there are at least some Active Learning Methods that can be used in all subjects. Only two respondents believed that ALMS were not appropriate, though this is itself a matter for concern as it represents nearly 10% of the total and more if the neutrals are counted in this skeptical category;this suggests that there are certain highly conservative lecturers who feel they have nothing new to learn and are probably unwilling even to try new methods in their classes. That is even questioning and answering is an active learning method, and a highly valuable one which should certainly be used with all classes in all subjects. It is truly shocking that any lecturer would consider that is method has no role to play in his or her teaching methodology. Alternatively, it represents a misunderstanding about what is mean tin the question by "active learning methods "; the respondents who denied the value of these methods in their subject may have in mind only the more unusual methods such as those known as the balloon debate or goldfish bowel, rather than methods such as questioning, pair work or group work, which they may well use. If this questionnaire were to be used again, it should contain a definition of active learning methods so that the respondents are clear what they are being asked.

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i. *Active learning methods take up too much valuable teaching time*

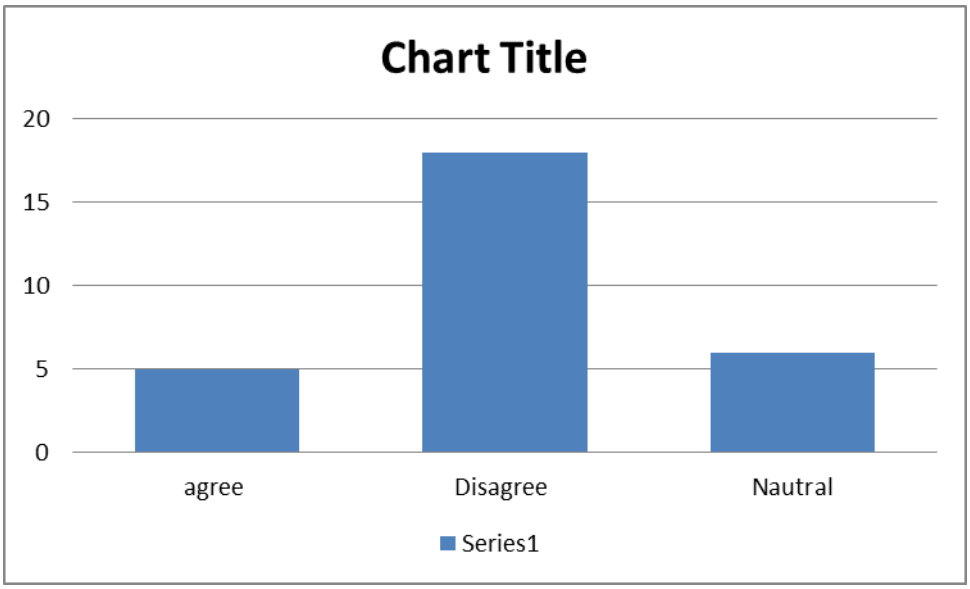


Figure - 12

This statement suggests reason why someone agreed with statement 5 and the result shows that a lot of instructors (43in total) are not convinced that ALMs are a valuable use of teaching time. This is as if using an ALMs were a luxury only to be used when there is plenty of time available, but not the best way to use time otherwise. It shows that the philosophy of the HDP to the effect that how you teach is as import (perhaps even more so) as what you teach has not been fully accepted or internalized. Teaching is still seen to a large degree as the imparting of information, rather than a way of encouraging thinking about, application of , and critical appraisal of information.

ii. *Instructors are too overloaded to do continuous professional development*

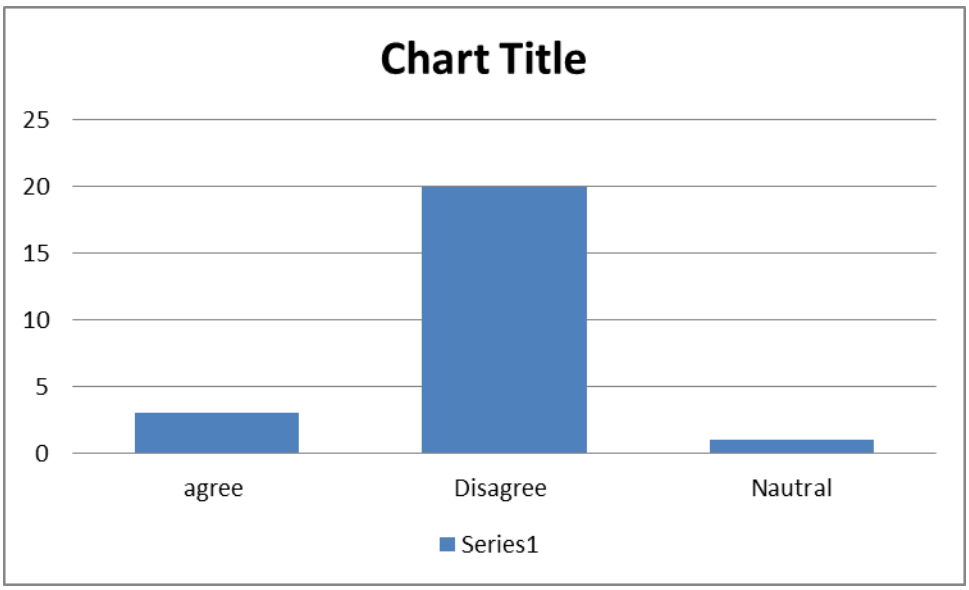


Figure - 13

Though 42 respondents agreed with this statement, 3 disagreed and 3 were neutral, suggesting that there is an acceptance that time can be found for CPD if necessary. As was commented in relation to the previous statement, if CPD becomes obligatory, instructors will have to find time for it, or time will have to be given to them by reducing their workload.

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iii. *Instructors in general are concerned to maintain high standards of teaching and want to improve the quality of their teaching*

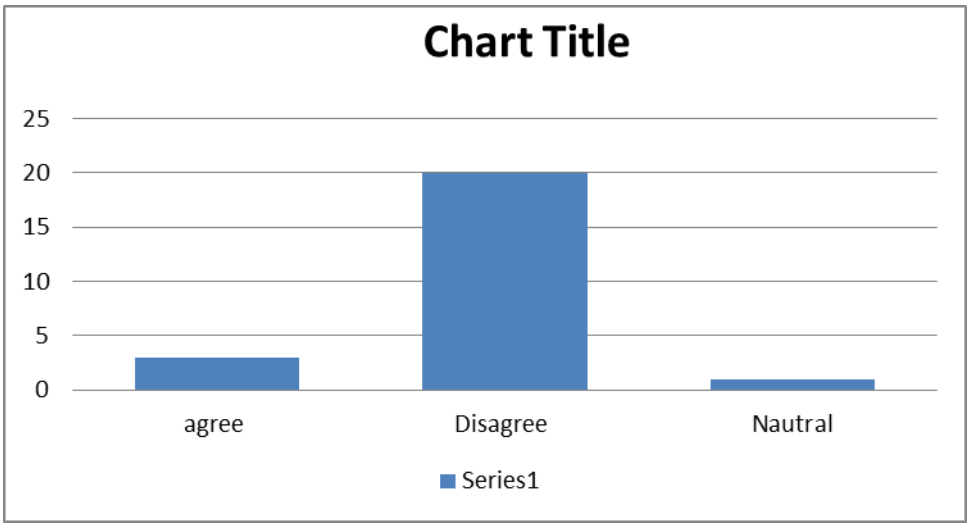


Figure - 14

The researcher should all be happy to see this affirmation, though 6 instructors were neutral about it, perhaps because they are more cynical or realistic about themselves and /or their colleagues. This positive attitude should certainly be rewarded by recognition being given to good quality teaching, whether by salary increments, priority access to scholarship opportunities or promotion. HDP graduates are encouraged to be role models to other teacher and to demonstrate the attitudes to teaching that this statement implies. Perhaps the neutral ones are merely saying that they don't know what that their colleagues do and therefore, cannot comment on this statement.

iv. *Discussion of teaching methods with my colleagues*

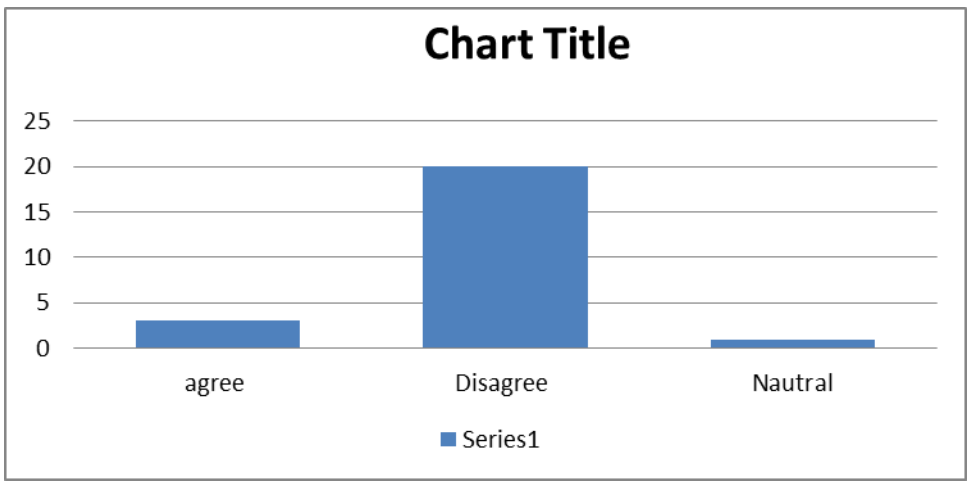


Figure - 15

Obviously, it is desirable that the CTE has serious educational professionals in its employee, and that there are discussions among them about teaching methods. Whether these discussions are limited to formal staff meeting or take place informally as well, the researcher does not know. It is not clear how it is possible to be neutral in relation to this statement, which seems to demands a 'yes' or 'no' answer, but 5 respondent were not sure how to answer.

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v. *Instructor would rather not be observed teaching by their colleagues*

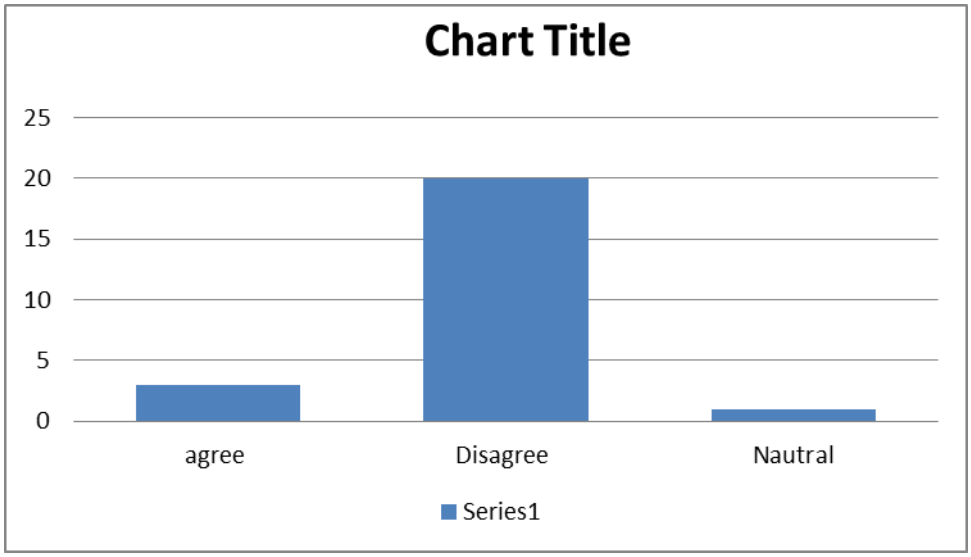


Figure - 16

These responses seem rather surprising as it is normal for people not to like being observed doing their job, but it suggests a willingness to be observed which is welcome

vi. *knowing about learning styles whether influences or teaching methods*

If instructors can be encouraged to treat their students as individuals, each with their own talents and preferred way of learning, then this is to be welcomed. Perhaps the statement should also have included "….. and assessment techniques." Because it is as important to assess students in relation to their different ways of exhibiting their knowledge as it is to take it into account only in the teaching process.

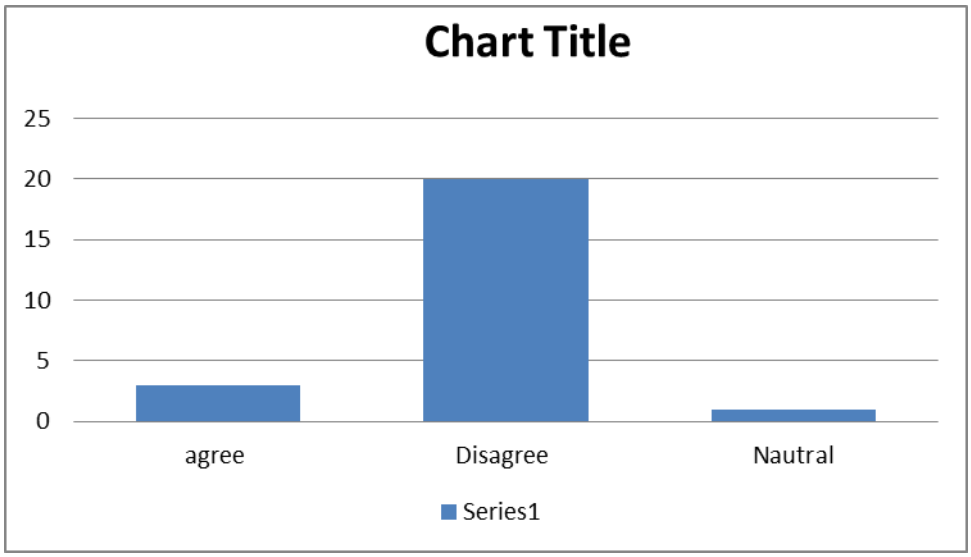


Figure - 17

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vii. *Students at CTE's are taught using active learning method*

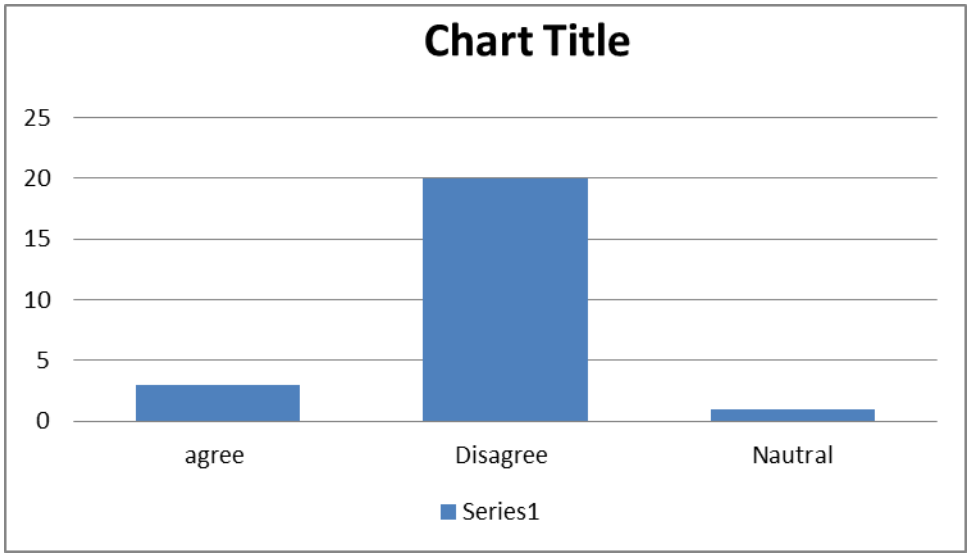


Figure - 18

This was probably not a very useful item to include in the questionnaire as it does not ask the respondents about what they do, about which they can answer with some certainty, as it asks about what they think others do, which is really only a matter of opinion this uncertainty is clearly reflected in the range of responses, with the largest number of respondents being ambivalent. Those who agree may have been thinking of what they themselves do, or want other to believe do, and extrapolated to their colleagues.

c) Lecture Methods of Teaching: Group 3: Most of the lessons I teach are in the form of lectures

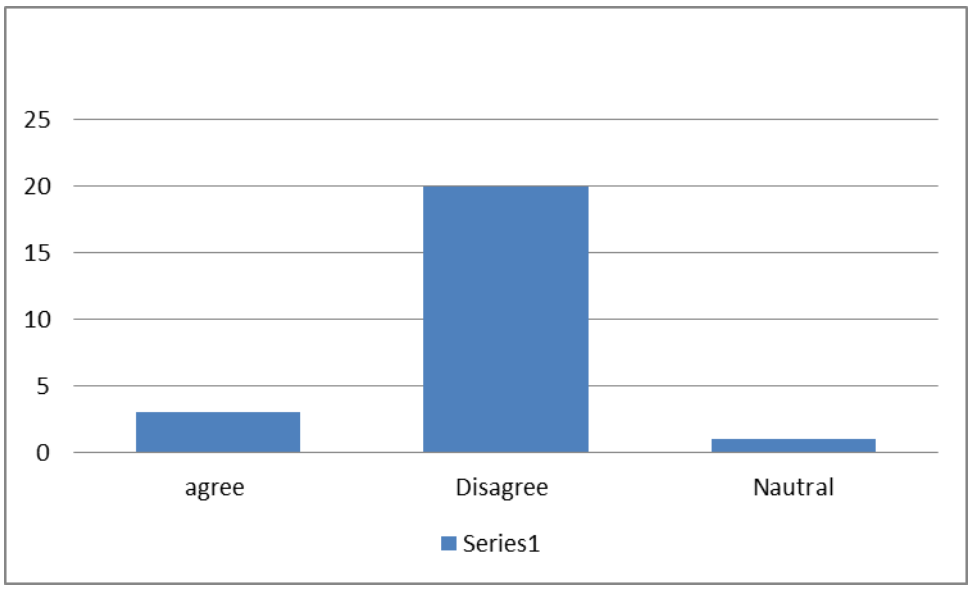


Figure - 19

Again, the researcher sees here the fact three instructors say that they still teach most of their lessons as lectures. It is not clear whether this would include some form of active learning as part of those lessons, but it does demonstrate that not all graduates of the HDP assimilated and internalized the need for students to be active participant in their own learning with in the classroom as well as outside it. There are still those lectures who assert that active learning is not appropriate for their subject. Class size is often given as the reason for this.

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i. *Experienced instructors do not need to write lesson plans*

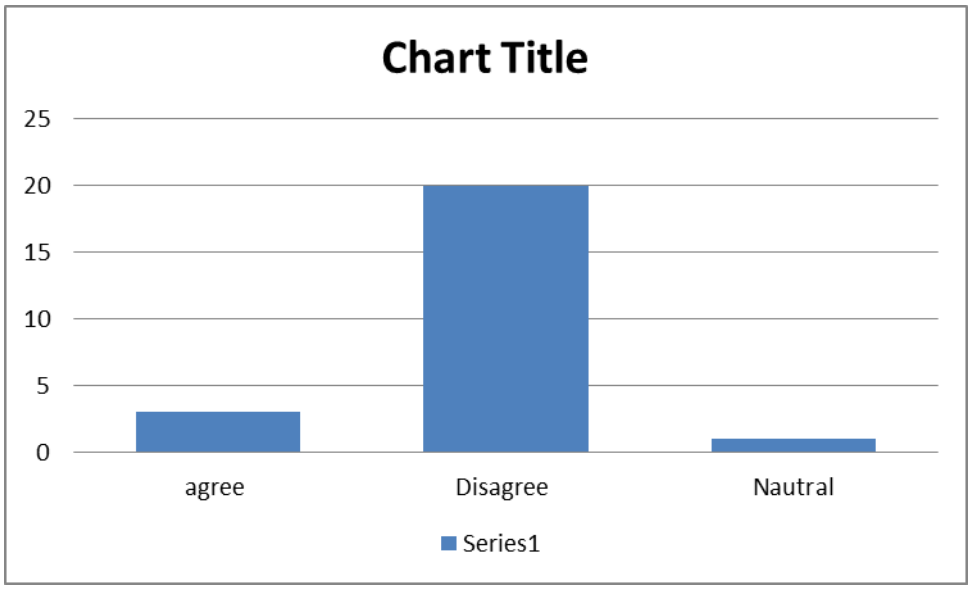


Figure - 20

Fortunately, very few instructors think that they do not need to write lesson plans, though it is surprising that any do after its importance was stressed during the HDP. The statement could have been phrased as: "I write a lesson plan for every class." to remove any ambiguity.

ii. *Only formal tests give the teacher useful feedback on student progress*

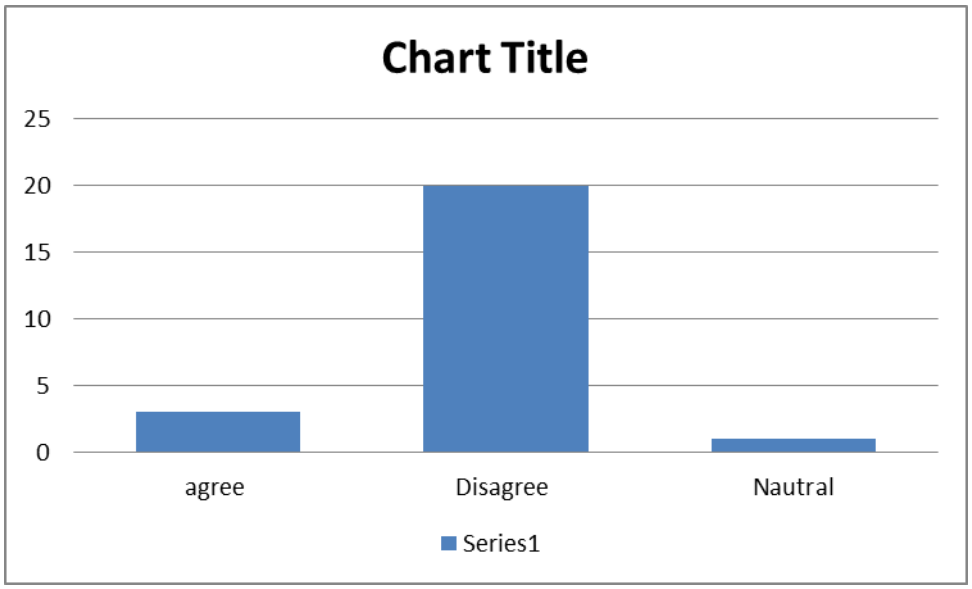


Figure - 21

This was another strong message from the HDP that there is wide variety of assessment methods and they should all be used to give every type of student, the opportunity to show what he or she can do for the instructors to know the strengths and weaknesses of every student. Most HDP graduates show that they are aware of this and are willing to use a variety of methods in line with the CTE policy on continuous assessment.

d) Analysis and Interpretation of the Qualitative Questionnaire

i. *Has HDP changed methods of teaching?*

The overwhelming response (48) to these questions was that the respondents had become better teachers in terms of the teaching methods they employ because of the HDP with a few also mentioning that they were more aware of a greater range of assessment techniques, too. They feel they have become far more

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concerned with student participation that previously and their lessons have become more interactive, giving them greater awareness of how the students are learning and reacting to the material provided. Five participants were somewhat ambivalent about how they had changed and only one expressed the view that he or she had not changed at all. They felt they were better reachers in terms of their responsiveness to the needs of their students and ability to organize their lessons, manage their time and modify their delivery in the light of feedback from students. The best way to give favors of the respondents' comments is by a few selective quotations:

Positive

"where it is necessary and when I am facing time constraint still I am using the lecture method but I try to support it with real life situation and make the lesson more lively.''

"Tow – way communication makes the student participate in the class and makes me evaluate myself."

"students feel free during my class to participate, answer questions to ask to do given Activities in the class."

"I have developed the skill to condense vast contents in to a small lesson so that I can save time and energy dut to HDP.''

"I am applying different ALMS even in difficult circumstances (large class size).''

Negative:

''It changes little because I am in the environment where the program leader lacks printers and paper and I can't avail the materials I need.''

''I haven't practiced much to train my students in student- centred method due to some inconveniences in the university like unmanageable class size, insufficient materials..''

I am not regularly applying active learning methods only because my students are not interested to participate when I assign them duties in the class. They prefer to learn through lecture method and by taking notes.''

''Not much ! I am changed somewhat during the HDP because it was expected that I had to do different activities such as preparing lesson plans, observing friend and being observed by HDLS after I completed the training, everything was stopped. Hence, what I can tell mow is my evaluation system has not been changed because of the number of students in the classroom.''

ii. *Success points of HDP for classroom sessions*

The impact of the HDP was noted in the following respects: planning lessons, use of different assessment methods, handling large classes, making students active, opening the minds of the learners, lesson planning and evaluation and time management. They felt that the methods they learnt during the HDP help them to get continuous feedback about students' progress as well as to know how to make their students active learners who are not just passively memorizing everything the teacher tells them. They express the view that they are better able to plan their lesson and choose teaching methods appropriate to the topic they are teaching.

An enormous number of ALMS were mentioned as having been successfully used to greater or lesser degrees; pair and group work, pyramiding, assigning roles in group work, writing assignments, quizzes, role play and drama, debates, brainstorming, guest speakers, case studies, students doing research and fact- finding , project work, stimulus material, questioning and answering, student presentations, homework assignments and mind maps. Would the HDP graduates have known about all these methods if they hadn't taken the HDP course? Even if they do not employ them frequently, they have added to their range of options when they teach and all seem to be aware of the need for students to participate actively.

The methods that were mentioned by some as having failed were the following; debates, group discussion (which was felt to be too time- consuming and because the students revert to their mother-tongues). Drama as self-and peer- assessment (" I don't trust the students''). More often than not, though, the negative comments did not concern the failure of the methods themselves, so much as the difficulties of applying them due to: large class size, lack of resources (access to printing materials, marker pens, flip chart paper, LCD projectors, visual stimuli, negative student attitudes, even functioning wall sockets for electrical equipment for audio or visual presentation, I have provided some representative were anonymous and therefore likely to be honest:

Positive:

"(Using active learning methods) I plant the seedlings that grow throughout their lives."

"I have found out the some students are extremely dynamic and can bring to the classrooms situation, even experiences, that I haven't come across in my life."

"It eases tension among learners. As they are actively engaged in group and individual work, students feel comfortable and relaxed. They also gained confidence in the instructor with recognition of my effort to make learning easy and comfortable."

"HDP brings confidence on how to deliver lesson and choose appropriate methods to use."

Negative:

"students do not support active learning methods and continuous assessment because they always expect from me and don't want to try because of the previous spoon- feeding teaching - ;earning style."

Students do not have experience of working together."

My failure as an HDP graduate is because of have been unable to use all ALMS and all assessment methods because of:

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- Number of students in the class.
- The nature of the subject .
- The time given to complete the course."

"I gave my students tasks to be done in the class through active learning but only a few completed them properly."

iii. *Major challenges observed in HDP since then*

Most participants said that all of the HDP had an effect though 15 of the 23 specified the active learning project as the single module which had affected them most.

Some of the comments made capture the range of views expressed;

"These modules (reflective Teacher Educator, active learning project and improving assessment) helped me to understand the psychological impacts of ALMS, and giving and receiving feed bake. The also help me to acknowledge and implement planning and evaluation". "Honestly speaking, all the sections of the HDP had agrat effect no my teahing and profession in general."

"The reflective actives made me a good communicator for expressing my views, learning the concept of time management and learning styles."

"The active learning project had the most effect because it is where the parading shift can be made from teacher-based to a student-based teaching-learning process".

"The ALP enhances my understanding of how to apply which ALM at what time".

"Action research broadened my way of thinking towards research activities".

"The ALP is related to actual work and it is easy to implement and I can see the result".

One participant made a useful suggestion;

"I liked all the modules, except the order of their presentation action research should be the 2 module so that ample time would be available for data collection and writing reports". (Comment by higher diploma leader Action research which is scheduled to be the 4th and last module is already put as the 3 module ahead of module 3 exactly for this reason and it does seem to allow enough time.)

iv. *What do you think were the best things about the HDP? Why?*

The item mentioned were: learning from fellow candidates and exchanging ideas, learning about active learning method and assessment techniques, updating skills and techniques, the way the program is run, the way the leader treated the candidates, information about teaching, lively discussion, developing good habits like punctuality, the materials provided. Some comments;

"for me it was a special experience. My HDP leader was well- experienced and a well informed facilitator. I learned a lot from the experience he shared. Anyone who assumes this position, expatriate or local, should develop rich and adequate were clear and achievable."

"It was well- organized. The contents and objective were clear and achievable."

It creates an environment where teachers share experience and learn from each othe."

It help instructor as a mirror to check what is right or wrong with what they are doing."

"The way we discuss issues and interact with colleagues, raising new ideas, arguing with each other…."

"IT improves our English."

v. *What do you think were the worst aspects of the HDP? Why?*

The main criticisms of the HDP were to do with the lack of the time instructor felt they had to fit in their teaching with HDP sessions and assignments. Some also commented that the assignments were repetitive and sometime boring. One person mentioned the lack of any financial compensation for undertaking the school placement and Action Research. Comments:

"The certificate should have value in terms of promoting scholarship."

"It needs some incentives and the university should place the HDP in its internal structure like other offices.'

"That it is becoming compulsory to everyone. Thus when instructors are trained with any interest the outcome will be bad."

"In my opinion the worst aspect of the HDP was that it made me too busy and bored."

"An issue was repeated a lot of times which resulted in boredom."

vi. *Explain the active learning methods you use regularly*

Without a doubt, there is a limited range of method employed regularly. These are pair work, group work, brainstorming, questioning and answering presentations, quizzes and a few instructors also mentioned field visits, debates, demonstrations, audio/visual presentations and case studies. Obviously, it depends on the subject taught to some extent. The quotations given express how some method are used:

"Naturally, I am opposed to using single method over again. I like using varied method, changing them now and then. I regularly use questioning and brainstorming to revise and introduce and physical movement to avoid boredom."

"I do group work with a task and then they present it to the class. During the presentation I randomly select the presenter to make a cross- check whether everyone has done the activity or not. I make the choice randomly to enforce the students to do the work effectively in cooperation."

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"I usually give activates that should be done in pairs, for example, I give model dialogues for the students to take turns to say the lines so that they can improve their speaking skills."

"In individual presentation a topic is give ahead for the students and they come ready to present it to the class and all the students are motivated to ask them question."

"Before I start the class, or transfer to a new topic during the same session, I ask students their feelings, perceptions and attitudes regarding the issue(s). when the presentation is ongoing, I ask students intermittently which makes them alert."

"I sometimes divide the class and make them debate on a given topic."

"I use debate to teach the advantages and disadvantages of a given idea and also ranking to teach a topic in which there are a series of activities or procedures."

"In the first place, I ask brainstorming question. I invite the students first to do it individually and then in small groups. Next, I invite them to present what they have understood from the small group discussion. Then I ask questions to see whether they agree or not with the presentation point of view in order to assess their understanding. Finally, I give feedback."

The main comments concerned the length of the course, how full it is and, above all, the lack of incentives and rewards for graduates of the HDP, who feel more recognition should be given to them for their effort and the fact that they are, ostensibly, more qualified teachers. Another comment made on many occasions was that the course is repetitive and could be reduced to avoid such unnecessary repetition; this particularly concerned some of the reflective activities. One participant suggested that the material should be enhanced by the provision of additional resources, such as reference links to websites, or visual support such as a dedicated DVD showing active learning in progress. Regular workshops or training sessions for graduated were recommended by several respondents for them to upgrade their skills. Some respondents did not really answer the question as such but were saying how the standard of teaching in the university could be improved. These recommended reducing class size, providing more resources to teachers and training students to be more receptive to active learining teaching methods. All were agreed that the HDP handbook was due for updating.

"To improve the HDP, not only instructors but university administrative staff should show their willingness to provide necessary materials and support instructors where there is need. I say this because our common target is to produce competent and qualified graduates for our country."

- "Incentives should be given for trainees to keep their interest more.
- Instructors should be checked on their actual classroom offering (to see) whether they have improved their teaching /learning methods or not.
- Opportunities should be given for trainees to pass his or her skills or knowledge to the lower grade teachers.
- More emphasis should be given on practice rather than theory.
- There have to be follow-up workshops."

"The modules should be shortened as much as possible. Module 1 is bulky and seems difficult to complete easily and to go through the material in detail. Here there is rushing without looking at the contents deeply."

"nobody is appreciating those who are delivering student- centered active learning; the university higher officials are simply counting the number of tests."

"The university should pay incentives like other offices for the HDP>"

"providing recognition and value for the HDP."

"Timely preparing and providing certificates for the graduates."

"The number of actives should be minimized. The time planned for the training should be minimized e.g. six moths."

"There should be tea break time."

"There should be a reward /incentive for graduates."

"Staff members in each program should sit together to identify active learning method for their course is. This will help to make activities more uniform and bring good results even when a single course is offered by different instructors."

"press the education faculty and the university administration to assign some budget to the action research work and produce publishable work that will contribute to the career development of the teachers."

"I think HDP does not get attention from the live managers. HDP graduate teachers should get some advantage over other teachers who did not the HDP. Some value should be attached to HDP graduates in addition to the knowledge since this is a one- year training."

e) Analysis of Interviews

The three questions that were used in this semi-structured interview were as follows:

1. How would you describe your teaching styles prior to taking the HDP course ?
2. How would you describe your teaching styles after taking the HDP course?
3. As a result of the HDP course what changes would you like to see in the teaching-learning program ?

Question 1. How would you describe your teaching styles prior to taking the HDP course?

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4 lecturers said that only lecture methods were used before taking the HDP course.1 respondents said he tried to use differed methods than just lecturing but was unsure of what to do.1 respondent said he had used some ALMs prior to HDP as a result of ELIP course but still lectured more.1 respondent said he lectured but also did some presentation and group work. 2 respondents said that they were not prepared for teaching students before taking the HDP course even though one was familiar with Active Learning from college course work.1 respondent said he knew of ALMs before taking the HDP but did more lecturing due to time and module constraints. Accordingly, the researcher concludes depending on the respondents' answer that prior to taking the HDP course , the primary form of teaching students were by lecturing .This is true even for those who already had some knowledge of Active Learning Methods. For the two teachers who were relatively new to teaching when taking the HDP course, they felt that did not know how to teach before the HDP course.

Question 2. How would you describe your teaching styles after taking the HDP course?

5 respondents unanimously said that the HDP had a positive influence on their teaching. They had particular praise for the effect that active learning had on their students' learning and participation. Other areas where they saw improvement are as follows: 2 respondents said they gained improvement in time management , 1respondent said his assessment method had improved ,1 respondent saw an improvement in his objective and planning and 1 felt that confidence in his teaching had increased.

The responses given to question 2 indicated a strong correlation to the positive view that was shown by the graphs of data analysis of the questionnaire results in Group of statements on ALMs (4,6,7,8,9,10,11,13,14,16,17,25,29,31 and 32) 4 of consecutive graphs.

They indicate that the HDP course is seen as a means of teacher/student enhancement by the majority of lecturers .This can be seen by the following examples: Students have adequate prior experience and understanding of Active Learning Methods, HDP training created conducive environment for employing Active Learning Method and HDP learning resources are adequate for employing Active Learning Method.

Question 3. As a result of the HDP course what changes would you like to see in the teaching-learning program?

In some instances the lecturers interpret the question regarding change as a way to improve the HDP course. However, most answers reflected a desire to have more follow up to the HDP course. The following quotes are a sample of their responses:

"I had little willingness to be involved with HDP at first but after taking the sessions I became enthusiastic for the program."

"Since taking the HDP course four years ago, there has been no follow-up and no one has observed me."

"HDP topics are good but I would like more time spent on student problem."

"I would like to have a workshop to review Active Learning Methods."

"There are still some HDP participants who still use lectures. We need a review of ALMs."

"Lesson plans are helpful and reflections are important, also action research .Don't change anything."

As a result of question 3 and the responses given, it appeared that varied trainings on assessment, action research and active learning methods were delivered to the HDP trained teacher educators as a means for continuous professional development.

Chapter Five

V. Summary of the Discussion

The first topic discussed was "what is meant by 'the best teaching method?" one participant expressed the view that the best teaching method was that which fits the nature of the topic being taught. Others felt that making students actively participate in the teaching-learning process and taking responsibility for their learning were requirements in the Ethiopian context.

It was noted that the theoretical underpinning of active learning methods was constructivism, in contrast to positivism, and that there was abundant research demonstrating the superior quality of the constructivist approach to learning which involves learners constructing their own meaning of what is received and fitting it into their own perception of the world. Active teaching gives students the opportunity to engage in this tasks of constructing and make sense of the information provided by engaging with it and applying it and, indeed, challenging it.

The second topic discussed was how to bring about change in the teaching - learning process within the CTE and institutionalize it. The participants worked on this topic in groups and displayed their responses on the wall for a gallery walk. Great emphasis was placed on the value of continuous professional development with regular workshops to update teachers on methodology. It was commented that CTE managers do not know what the HDP is or what value it has and that this needs to change. There needed to be more opportunities for experience sharing among colleagues. Again the issues of class size and lack of resources were raised. The researcher was able to comment from his experience in other countries about how difficult it is to bring about attitudinal change in any country, having

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seen the same transition from teacher- centered to student – centered learning being performed in western countries. It is harder to change the human capacity of the people necessary to run those institutions successfully employing methods which are new to them.

a) Conclusions

This survey displays the followings:

- HDP Graduates are fully aware of what kind of teaching- learning process they should be fostering. From their replies to the questionnaires, it is clear that they are able to talk knowledgeably about the key components of the HDP: active learning methods, students centered learning, continuous assessment, lesson planning, classroom management, time management and so on. They attribute this knowledge and the change in their approach to teaching to the HDP Course.
- The respondents tell us that they do employ the methods advocated in the HDP whenever possible, even though the range of method employed is limited by appropriateness to the topics taught, class size (both in the sense of number of students as well as lack of space), lack of resource (Such as access to printers, paper, laptops, LCD projectors, audiovisual aids etc.) and resistance from students to new, unfamiliar methods. Thus, the main methods used with any degree of frequency are the same for most instructors; pair work, group work, brainstorming, questioning and answering presentation, case studies and, for language teaching, drama, role play and creative writing
- Whilst the HDP graduates are convinced of the intrinsic value of the program, that is, they become better teachers because of it. They are not sure of the extrinsic worth it has in terms of their career program, which is after all, a one academic year long course. These rewards would include salary increments, priority access to scholar ships, and preference for promotion. As quoted at the beginning of this report, it states in the HDP Handbook that the program provides graduates with "enhanced professional status." It is not at all clear that this is the case. The HDP material is in need of revision to eliminate repetition and to enhance the content.

b) Recommendation

- There needs to be an obligatory program of continuous Professional Development for CTE instructors to include annual workshops to remind them of the latest teaching method, as well as lesson observations by a CPD coordinator to assure the quality of the work being performed.
- The CTE could adopt a modular approach to curriculum design with active learning method appropriate to each topic taught being incorporated into a manual for use by teachers. Thus, both the content of topic as well as the methods to be employed to deliver the material would be easily available to the instructor. This would ensure common standards and a more uniform quality of teaching
- Students need to be orientated to the approaches to teaching and assessing adopted by the CTE. They should be provided with both a booklet as well as an induction course in which the CTE would try to convince them of the fact that learning in a CTE is different to that which they are used to, but that the method being employed are how they will become self- sufficient, active learners and qualified competent professionals able to create a good future for themselves and their country if the assessment method evaluate skills and knowledge that cannot be acquired by memorization of notes, then undoubtedly, the students will appreciate better the difference approach to teaching which requires them to be active learners.
- The HDP handbook is in need of revision. There is repetitive assignment and some parts of the material lack intellectual rigor or challenge. The contents can be enhanced by providing the HDLs with additional resource such as internet or book references and a DVD of active learning methods being employed in real classrooms in CTE, for example. There need to be more challenge for those lecturers who have a pedagogical background.
- There need to be clearly spelt- out incentives to becoming a better teacher. Teaching, not just academic qualification, need to be valued. There should be a salary increment for any lecturer who successfully completes the HDP and the fact that they have been awarded the diploma should be an important component of their consideration for promotion and consideration for scholarships. If these were to be the case, however there should be concomitant for assignment and requirement for attendance
- The provision of teaching resource of all kinds needs to be improved. Teachers need to have ready access to computers, paper printers, flip – chart paper, marker pens, and LCD projector so that more audio –visual stimuli can be employed. Thus, teachers would not have to dedicate so much time in every lesson to just writing notes on the board for students to copy, but could provide handouts with those notes for the students to study before classes in order to spend the class time discussing, analyzing, appraising and employing other higher order thinking skills. At the same time, more up-to date books and more copies of those books need to be provided in the library with an appropriate

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cataloguing system so that teachers can set students to read materials related to their subjects.

- Class size need to be reduced to facilitate the use of active learning method which are difficult to employ in large, over – crowded rooms.
- The CTE cannot have a zero attrition rate if it wishes to offer a high – quality education. There is no incentive for teachers to teach well or for students to be motivated to give of their best if no one fails. Humans are motivated by "carrots and sticks" meaning incentives and disincentives, in education as in all else
- Finally, the researcher would like to quote what he wrote in a report on his first year as higher Diploma Leader.

The researcher believes that it is vital for future of the HDP and thus of the effort to improve the quality of the teaching/learning process in Ethiopia that the HDP be given the prestige and status that it deserves. He believes this will only come about if it is made clear to all teaching staff at the CTE a) that it is obligatory b) that there will be reward to those who treat it lightly by not attending or by dropping out without good reason will be sanctioned.

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Appendix- I

Jimma Teachers College Office Of HDP

The purpose of this questionnaire is to better understand the role of higher diploma program in improving trained teachers' classroom teaching method which contributes to a strong implementation of the program across Oromia CTE contexts in which it is being implemented. Please, base all your responses on the 1996 E.C. – 2004 E.C. academic years. You are kindly requested to answer the questions honesty and thoroughly. Your response will be kept confidential. Finally, you are not advised to write your name on any part of this questionnaire.
Thank You for your help!

Part I: Background Information on characteristics of respondents for teacher educators.

Direction: Put a tick (√) in the appropriate box.

- Sex : ☐ Male ☐ Female
- Academic Qualification: ☐ Diploma ☐ First Degree ☐ Second Degree ☐ PhD
- HDP related facilitation: ☐ HDP candidate ☐ HDP tutor ☐ HDP leader ☐ HDP line manager ☐ HDP trained teacher
- Experiences in teaching

  ☐ 2-4 ☐ 5-7 ☐ 7-9 ☐ 9-11

  ☐ 11 – 13 ☐ above 13

Part II: Close ended questionnaire on Higher Diploma program Effectiveness in classroom

Direction: Please indicate the degree to which you agree or disagree with the following statements regarding your overall ideas of Higher Diploma program.

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The lecture method teaching strategy is more situated to the current curriculum and students back ground					
2	Most teachers use lecture method because it is the method they know well					
3	Teaching is the sole responsibility of teachers.					

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4	Students have adequate prior experience and understanding of active learning methods					
5	Students role is listening to lecture, note taking and response to questions upon request					
6	HDP training created conducive environment for carrying out active-learning method					
7	HDP learning resources are adequate for employing active learning method					
8	Class size doesn't hinder me from implementing active learning					
	methods because of the experience I got from HDP					
9	The activities in the HDP modules are presented in a way to encourage independent active learning methods					
10	Teachers recognize participatory learning					
11	Students participate to learn sufficient content through active learning method					
12	Teachers mostly emphasize facts and information in their questions for exams/tests					
13	Teachers' encourage participation of students					
14	Teachers' assessment techniques encourage active learning methods of students					

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15	Teachers' provide detailed and prompt feedback on time to students' activities					
16	The HDP has positively changed my methods of teaching in the class room					
17	Active learning methods in the HDP take up too much valuable teaching time					
18	Experienced instructors do not need to write lesson plan					
19	Only formal tests give the teacher useful feedback on students' progress.					
20	Students do not like continuous assessment					
21	The school placement is not a useful part of the HDP					
22	Tests and examinations are the best assessment methods					
23	HDP graduates need follow up workshops throughout their careers to remind them of the HDP Methods					
24	Instructors are too over loaded to do continuous professional development					
25	Instructors in general are concerned to maintain high standards of teaching and want to improve the quality of teaching methods					
26	My action research was use full to my leaching					
27	Lesson plans help instructors with time management					

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28	Observing a colleague's class is only done during the HDP					
29	I discuss teaching methods with my colleagues					
30	Instructors would rather not be observed teaching by their colleagues					
31	Knowing about learning styles influences my teaching					
32	Students, at this CTE, are taught using Active learning Methods					
33	I recommend my colleagues to take the HDP training					
34	Most of what I learned during the HDP is not useful					

Part III. Open-ended questionnaire on Higher Diploma program Effectiveness in classroom

Direction: Please answer as fully and honestly as you can. Your replies are very important to get valuable information about the program. Thus, write its response briefly and precisely, please.

1. Explain major challenges that you observed in HDP since then.

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2. Describe success points of HDP for your class room sessions.

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3. Has the HDP changed your methods of teaching?

How in particular?

Do you feel you are a better teacher because of the HDP?

In what ways? ----------

4. What do you think were the best things about the HDP?

Why?

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5. What do you think were the worst aspects of the HDP?

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Why?----------

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6. Explain the active learning methods you use regularly?

Appendix- II

Jimma Teachers College Office Of HDP

Observation Check list in the classroom on the role of higher diploma program in improving trained teachers' class room teaching methods.

No	Views of the change process	Yes	No
1	I best ensured that what is learned on the HDP is put in to practice in classes		
2	Active learning methods take up too much valuable time		
3	The instructor is implementing ALMS in class room		
4	The instructor is implementing continuous assessments in the classroom		
5	Varied learning styles are employed in the class room		
6	Students are highly participating		
7	The specific objective of the daily lesson is displayed to the students		
8	The instructor uses varied active learning (2-3) methods in the classroom		
9	Teaching aids are used in the classroom for teaching		
10	Students are given a sort of constructive feedback about the daily lesson		
11	Students and instructors are interacting in a friendly way in the classroom		
12	The methods that the instructor employed made the students disturb the class		
13	The instructor is telling to his students some Ice breakers		

Appendix- III

Kolleejjii Barsiisotaa Jimmaa Kutaa HDP

Kaayyoon gaaffii qorannoo kanaa, shoora sagantaan diploomaa olaanaa haxa barsiisuu daree barsiisota leenji'anii foyyeessuu keessatti qabu haalaan hubachuuf. Kanaafuu, akka barataatti atis carraaqqii waliigalaa barsiisaan kee daree barsiisu keessatti adeemsiisu madaaluun gaaffilee dhiyaataniif deebii kenni. Gaaffilee hunda walqixa deebisi. Deebiin kee icitiin eegama. Gaaffii qorannoo kanarratti maqaa kee hin barreessiini.

Deggeersa keef galatoomi!

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Kutaa I: Odeeffannoo durduubee

- Saala : ☐ Dhiira ☐ Dubara
- Kolleejjichatti waggaa baratte: ☐ Tokko ☐ Lama ☐ Sadi
- Istiriimii keessatti baratte:

  ☐ Afaan ☐ Saayinsii Hawaasaa

  ☐ Saayinsii Uumamaa ☐ Guddina Jabeenya Qaamaa

Kutaa II: Sagantaa HDP irratti gaaffii qorannoo yaada murtaa'een deebi'u.

Qajeelfama : Gaaffilee kanaa gadii keessa bakka deggeerturratti yaada shanan keessaa tokko jalatti mallattoo ( ) kaa'i.

Lak	***Gaaffilee***	***Baay'ee hin fudhatamu***	***Hin fudhatamu***	***Giddugaleessa***	***Fudhatamaadha***	***Baay'ee fudhatamaadha***
1	Tarsiimoon barsiisuu mala barsiisotaa haala sirna barnoota haaraa fi beekumsa durduubee barattootaan daran ibsama.					
2	Barsiisonni harki caalaan mala od-ibsaatti fayyadamu; sababni isaas haalaan waan malicha beekaniif.					
3	Barsiisuurratti itti gaafatamuummaa kan fudhatu barsiisota qofa.					
4	Barattoonni malleen si'aayinaan barachuu irratti muuxannoo duraanii fi hubannoo ga'aa qabu.					
5	Ga'een barattootaa od-ibsa dhaggeeffachuu, yaadannoo qabachuufi gaaffilee gaafatamaniif deebii kennuudha.					
6	Mala od-ibsaa qofa yoo itti gargaaramne sirna barnootaa xumuruu (haguuguu) dandeenya.					
7	Barsiisonni barannoo hirmaachisaa raawwatu.					
8	Mala si'aayinaan barachuutti gargaaramuun barattoonni qabiyyee baay'ee hirmaannaan barachuu danda'u.					
9	Barattonni yaadannoo waan dhugaa ta'e fudhachuu fi qormaata qofaarratti hirkannaa baay'isu.					
10	Barsiisonni yeroo baay'ee waan dhugaa ta'eefi gaaffile qormaataa ykn battallee irratti xiyyeeffatu.					
11	Barsiisonni hirmaannaa barattootaa jajjabeessu.					
12	Tooftaaleen madaallii barsiisotaa malleen si'aayinaan barachuu barattootaa jajjabeessa.					
13	Barsiisonni yaad-gabbii gadi-fageenyaa gochaalee barattootaaf kennaman keessatti yeroodhaan ni kennu.					

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Appendix-iv

Semi-structured Interview Questions

Question 1. How would you describe your teaching styles prior to taking the HDP course?

Question 2. How would you describe your teaching styles after taking the HDP course?

Question 3. As a result of the HDP course what changes would you like to see in the teaching-learning program?

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