

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

Abdissa Ayana Biftu¹

¹ Jimma College of Teachers Education

Received: 7 December 2016 Accepted: 1 January 2017 Published: 15 January 2017

Abstract

9 The purpose of this study is to identify the Role of Higher Diploma Program in Improving
10 Trained Teachers? Classroom Teaching Methods and to examine how Higher Diploma
11 Program Training changes HDP Trained Teachers? Classroom Teaching Methods so as to
12 bring changes in college students? learning. The method employed in this study is descriptive
13 one because it helps to reveal the current major implementation problems after the training of
14 higher diploma. Among 10 CTE in Oromia, three colleges namely, Nekemte, Jimma and Asela
15 were chosen using purposive sampling. The reason for using purposive sampling technique in
16 determining the sample were to examine the certain improvements and changes of HDP
17 experienced beginners since they trained more teacher educators up to the present time. The
18 sample sizes are fifty- Seven students from each college making up a total of one hundred and
19 seventy â???"one students out of 5,700 and Sixteen HDP trained teachers from each college
20 making up a total of 48 teachers out of 210 were included using probability sampling since the
21 populations were relatively large. Instruments used for data gathering were questionnaires
22 composed of both open and close ended items were set and administered. To cross-check the
23 validation of information gathered, the researcher used semi-structured interview questions
24 beside with personal observation which was used to compare the opinion of respondents with
25 relevant issues of pre-set questionnaires of students and teachers. The major findings denote
26 that HDP trained teachers were able to talk knowledgeably about the key components of the
27 HDP: active learning methods, students centered learning, continuous assessment, lesson
28 planning, classroom management and time management. The researcher recommends that
29 there were an obligatory program of continuous Professional Development for CTE instructors
30 to include annual workshops to remind them of the latest teaching method, as well as lesson
31 observations by a CPD

Index terms.—

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

36 Abdissa Ayana Biftu

37 Abstract -The purpose of this study is to identify the Role of Higher Diploma Program in Improving Trained
38 Teachers' Classroom Teaching Methods and to examine how Higher Diploma Program Training changes HDP
39 Trained Teachers' Classroom Teaching Methods so as to bring changes in college students' learning. The method
40 employed in this study is descriptive one because it helps to reveal the current major implementation problems

3 A) BACKGROUND OF THE STUDY

41 after the training of higher diploma. Among 10 CTE in Oromia, three colleges namely, Nekemte, Jimma and
42 Asela were chosen using purposive sampling. The reason for using purposive sampling technique in determining
43 the sample were to examine the certain improvements and changes of HDP experienced beginners since they
44 trained more teacher educators up to the present time. The sample sizes are fifty-Seven students from each college
45 making up a total of one hundred and seventy -one students out of 5,700 and Sixteen HDP trained teachers
46 from each college making up a total of 48 teachers out of 210 were included using probability sampling since
47 the populations were relatively large. Instruments used for data gathering were questionnaires composed of both
48 open and close ended items were set and administered. To cross-check the validation of information gathered, the
49 researcher used semi-structured interview questions beside with personal observation which was used to compare
50 the opinion of respondents with relevant issues of pre-set questionnaires of students and teachers. The major
51 findings denote that HDP trained teachers were able to talk knowledgeably about the key components of the
52 HDP: active learning methods, students centered learning, continuous assessment, lesson planning, classroom
53 management and time management. The researcher recommends that there were an obligatory program of
54 continuous Professional Development for CTE instructors to include annual workshops to remind them of the
55 latest teaching method, as well as lesson observations by a CPD coordinator to assure the quality of the work
56 being performed.

57 1 Chapter One

58 I.

59 2 The Introduction Parts

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

62 3 a) Background of the study

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

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

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

83 Attention to the concept of quality education has come to the most noticeable issue as learners, parents and
84 communities, educators, leaders, and nations acknowledge that what is learned and how learning occur is as
85 important as access to education. But one difficulty is that while most people understand intuitively what they
86 mean by "quality of education" there may not be a common understanding of the term. According to ??NESCO
87 (2003:3), the conventional definition of quality education is linked directly to such critical components as teachers,
88 content, methodologies, curriculum, examination, systems, policy, planning and management and administration.

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

94 Among other things provision of quality education has been given more emphasis at all levels by Ministry
95 of Education (MOE). Ministry of education indicates that throughout the education system the increase in
96 enrollment would be complemented by improvement in quality-from better trained and motivated teacher, more
97 relevant curricula, more books improved school environment, and improved internal efficiency, to examinations
98 which provide feedback to institutes to help improve classroom teaching (ESDP-I, 1999 ??7) Among the suggested
99 quality indicators, availability of qualified teachers is one that affects quality of education. Being aware of this,

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

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

110 This study, therefore, will attempt to examine the role of Higher Diploma Program in Improving Trained
111 Teachers' Classroom Teaching Methods in order to recommend the solutions. b) Statement of the problem Higher
112 Diploma program serves dual purpose. On one hand, it provides teacher educators with practical implementation
113 of the courses (contents) in using varied active learning methods. On the other hand, it makes teacher educators
114 reflective in their daily lessons. These objectives will be achieved only if the appropriate teaching methods in the
115 class room are employed with a reasonable quality as that of a training conducted in the HDP sessions.

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

119 In its attempt to investigate these things, the study tries to answer the following basic questions: 1. How do
120 HDP trained teacher educators, college principals view the relevance and appropriateness of the HDP module's
121 sessions for teacher education? 2. How do teaching-learning processes affect quality of classroom teaching
122 methods? 3. Does the attitude of trained teacher educators towards teaching and that of the trainee students
123 towards learning contribute to the present quality of HDP? 4. To what extend does the level of competence and
124 experience of college principals affect the performance of HDP works? 5. What should be done to bring positive
125 changes in the trained teacher educator's classroom teaching methods? 6. What skills, knowledge and attitudes
126 of trained teachers in the teaching Method areas are changed positively for the courses that they are engaged to
127 teach?

128 **4 c) Objectives of Study**

129 Based on the issues raised before, the following objectives will be made as the core concern of this basic research
130 in HDP as a subject of study in selected colleges. ? To assess the perception of teacher educators toward
131 their improvement of class room teaching methods after completing HDP. ? To see the improvements that
132 were made because of attending HDP. ? To analyze the output employed on students because of HDP trained
133 teacher-educators.

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

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

153 **5 e) Delimitation of the study**

154 Although HDP trained teachers are suffering at all levels of their teaching in the classroom, to make the study
155 specific and manageable, it is delimited to certai n selected college of Oromia only. The study is delimited to
156 the major roles of HDP in improving trained teachers' class room teaching methods in Nekemte , Jimma and
157 Asela CTE since non-teacher educators in university have a separate sessions in the module for their training.
158 In addition, investigating the roles of HDP in improving trained teachers' class room teaching method is a
159 very wide area of study. Hence, it is related to many roles that include general external roles such as politics,

6 B) CONCEPT OF QUALITY OF EDUCATION

160 cultural, economic, demographic and global conditions and internal roles such as inputs like students, teachers, 161 curriculum, facilities, college management and educational process, instructional time, language of instruction, 162 methodology of teaching, evaluation. However, it is very difficult to include all these roles of HDP that directly 163 and indirectly create problems in improving HDP trained teachers' classroom teaching methods in this study. 164 Therefore, to make it manageable, the study concentrated only on the internal (in -college) roles that have 165 influences in the class room teaching Methods. Thus, the roles considered were teachers, students, HDP Module 166 Sessions, college management, educational process, methodology of teaching, and evaluation. f) Limitations of 167 the study Although Jimma teachers college managed to carry out the study, the researcher faced problems in 168 conducting this research. Some of the constraints were time limit for proposal submission, skills of the researcher 169 in the area and more literature review in the area of the study, respondents' reluctance in giving responses to 170 the teachers' questionnaire and dislike to be observed while teaching and learning is going on. Review of the 171 Related Literature a) The Role of HDP for Quality Education Until the early 1990s, the pursuit of quality in 172 institutes was implicit in such activities as curriculum development, rather than explicit in programmers for 173 institute improvement. The concept of quality as a management was only just beginning to merge within the car 174 industry. By the early 1980s, competition from Japan has generated a desperate financial crisis of the Ford Motor 175 company-ironically so, accountants dedicated to reducing cost and tightening budgets. During the 1990s, as the 176 notion of managing quality has become formalized in business applications, so several attempts have been made 177 to transfer the idea of quality to educational setting (Maurice Holt in Hoy, Bayne-Jardine and Wood, 1999:1-2). 178 Quality in education is linked to purpose. Education is to do with learning, rather than with social control and 179 advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part 180 of the learning process, a learning process that is the purpose of educational organization. Margaret Maden and 181 Josh Hillman, Cited in Hoy, Bayne-Jardine and Wood (1999: 13) pointed out that improvement is achieved by 182 the whole institute; by the teacher, but also by the pupils by all staff, not only the teacher, and by the parents 183 and wider community.

184 6 b) Concept of Quality of Education

185 Literature on the quality of education often covers very broad concepts. Under the quality of education umbrella 186 term may be included: content and methods of teaching, management of the educational process, what that 187 students learn and who the learners are, as well as attempts to adapt education to changing needs through 188 innovation (Coombs, 1969). Teachers and other engaged actively in education look at what is going on in 189 terms of its educational value. Their valuations, on which their estimates of 'quality' are based, will relate to 190 intrinsic consideration of two typesthe first to do with the approximation of their products to their concept of 191 an education in achieving approximation to such products out of children who came to them will therefore be 192 understood partly in terms of achievement in relation to some ideal standards, and partly in terms of efficiency 193 relative to the standards of intake. According to Peter (1977:27) there could be: i. Product judgments of quality, 194 which related purely to the degree to which those who had been at a college satisfied the multiple criteria involved 195 in'being educated'. In this case quality of education involves quality of the product (Hawes; ??55).

196 ii. Process judgments of quality, which took careful account of the state of students before they entered such 197 institutions and measured the extent to which they had progressed towards being educated from a given base-line. 198 Accordingly, we can say education has a quality if it exhibits some of the criteria associated with education, in 199 either the product sense or in the process sense to a preeminent degree. But it is usually very difficult to say that 200 there is more or less quality, because of the multiplicity of the criteria involved. Quality implies different things 201 to different people. Everyone is in favor of proving quality education ??Sallis,1993: 21). The argument starts 202 because there is a lack of agreement as to what it means. According to ??allis (1993: 27-29), in defining the 203 quality of education, it is always necessary to ask two fundamental questions when trying to understand quality. 204 The first is, that is the product? And the second is who the customers are? The product of education is often 205 the pupils or the students. Learners are often talked of as the output. The difficulty is that it is impossible to 206 produce pupils and students to any particular guaranteed standard. The idea of the learner as a product misses 207 the complexities of the learning process and the uniqueness of each individual learner. Therefore, it is more 208 helpful to view education as a service rather than a product line. Service quality characteristics are more difficult 209 to define than those for physical products since they include many important subjective elements.

210 Hoy, Bayne-Jardine and Wood (1990, 10) define quality in education as an evaluation of the process of educating 211 which enhances the need to achieve and develop the talents of the customers of the process, and at the same 212 time meets the accountability standard set by the clients who pay for the process or the outputs from the process 213 of educating. Accordingly, quality in education is clearly linked to purpose. A quality education is one that 214 enables children to reach high level academic outcomes (McDerMott; ??988:55). According to ??oss and Mahlck 215 (1990:71), an adequate definition of quality of education must include student out comes.

216 The common view of quality in education given by educators and policy makers, according to Adams (1993) 217 cited in Asseffa ??erhane (2002: 29-30) are: Quality as reputation-the existence in the minds of most people 218 folklore about which are the best educational institution in a country. However, the basis for reputation often 219 includes information or assumptions about inputs and outputs. Quality as a processreflects not only inputs or 220 results, but also the nature of the intra institutional environments.

221 Quality as resource and inputsfiscal reflects the particular bias of a community, an institution or a country
222 toward a body of knowledge, skill or information.

223 Quality as outputs or outcomes-achievements in knowledge, skills, entrance ratios to next level of education,
224 income, & occupational status of graduates. This shows how well institution prepares students to become
225 responsible citizens in skill, attitudes & values relevant to the country's needs.

226 Quality as valve addeda measure of change -how the students have changed because of the learning program, the
227 culture, and the norms of the institution; how the institution helps students to achieve their potential or enlarge
228 human capacities. The value added consists of learning gain and the increased probability of incomeearning
229 activity ??World Bank, 1995:45).

230 Public debate on the quality of education usually concentrates on a small number of issues that most frequent
231 of which is the students' level of achievement. But it appears that the general concept of educational quality is
232 complex and multidimensional. Evaluating the quality of the educational system as a whole, or a part of that
233 system entails analyzing first and for most ??Grisay and Mahlck, 1991: 34): a. The extent to which the products
234 or results of the education provided (i.e. the knowledge, skill and values acquired by the student), meet the
235 standards stipulated in the system's educational objective and. b. The extent to which the knowledge, skills and
236 values acquired are relevant to human and environmental conditions and needs.

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

246 In general, quality in education can only be conceived as being relative and related solely to the context
247 in which the education is provided. However, in education, quality makes the difference between success and
248 failure ??Sallis,1993:11) quality demand is increasing. Work is required to be done faster and better. Quality
249 demands are up. This is due to downsizing, restructuring and the needs of organizations that are facing foreign
250 competition (Gerber and Brown; ??994:197). Therefore, quality education at every level is an absolute necessity
251 to day ??Mitra,1998; ??63).

252 The idea of standards is closely related to the idea of quality, and had a part in much debate about education
253 since the 1980s (Kellaghan & Greaney; ??001:23). The philosophy or ideology of a government will implicitly or
254 explicitly determine goals and specify standards for different aspects of education, although naturally each one
255 will differ in the relative emphasis it places on cognitive as compared to affective achievement and social skills
256 ??Grisay and Mahlck, 1991:4). This means that education standards must be viewed as being relative to the
257 particular purpose, place and time of student. When student receive performance standards which articulate a
258 specific content area or skills focusing on expected students' work regularly and consistently in advance of their
259 assignments, their work change both qualitatively and quantitatively. Much of the confusion in the debate on the
260 decline of educational quality stems from the common belief that achievement or performance of pupil's schools
261 or the entire educational system. But, since the conditions and needs vary from one country to another, and
262 knowledge and technology are constantly changing, educational standards must be regarded as fundamentally
263 relative ??Beeby, 1969). Furthermore, standard set should be periodically reviewed -on the basis of research
264 studiesalso because aspirations and expectations of the population change ??Grisay and Mahlck, 1991: 4). For
265 this purpose, content standards and instructional objective can serve as important point of entry for teachers
266 and administrators working to revise curriculum (Zmuda and Tomiano; 2001: 28). Finally change in standards
267 must be related to changes pertaining to learning conditions, such as resource, classroom practices, and teacher
268 competence.

269 **7 d) Measurement of Quality of Education in line with HDP**

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

277 One indicator of the quality of school work is the rate and frequency with which students complete an
278 assignment; the performance, moreover, must conform to the requirements of the task ??Schlechty, 1990:58).
279 On the other hand, the quality of educational system or part of the system is often described in terms of inputs
280 into the teaching process rather than in terms of students' achievement, basically because inputs are easier and less
281 costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics
282 for example, a school can have highly qualified but not necessarily motivated staff, where as another can be

283 poorly equipped and yet able to make good use of the few facilities it has. There are also some indicator
284 which are frequently used by planners in developing countries as approximate means of measuring quality, e.g.
285 repetition, dropout, promotion and transition rates. This is probably due to their availability (Grisay and
286 Mahlck, 1991; ??-5). Nevertheless, whilst they are useful for making aggregate comparisons between region of a
287 country, and between countries, they are less relevant for analyzing differences in performance between school and
288 between students with in the same grade. For this, measures of learning outcome will be necessary ??Lockheed
289 and Hanshek, 1987). Learning outcomes are typically being measured through standardized measurements of
290 students learning implemented at the end of the schooling grades ??Gropello, 2003: 9). Most countries now have
291 some cycle. In cases where those does not exist, results

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

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

303 8 e) Quality, Efficiency and Effectiveness

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

309 The second level is termed outside the classroom and into the market place, where the quality of education
310 is measured by its productivity. The economist may show an interest in the relation between the 'input' and
311 'output' of the school system as a measure of its immediate productivity and efficiency. Economic efficiency
312 signifies that cost and benefit values are attached to input and output (Grisay and Mahlck; ??991:6). According
313 to economists an improvement in the quality of resource devoted to education or by an improvement in the
314 efficiency with which existing resource are employed ??Burkhead, Fox and Holland, 1967: 5). An increase in the
315 quality of resources takes the form of more and better inputs into education.

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

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

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

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

343 Current state legislative policies across the United states aimed at strengthening education accountability
344 through standard based practice, parent choice, and charter schools emphasize policy makers' beliefs that schools

345 may be evaluated in term of their effectiveness in educating their students ??Heck, 2000: 20), educational
346 practitioners have often been reluctant to rely solely on these type of indicator of educational quality ??Salgank,
347 1994 ??n Heck 2000: 513). One important issue is that the use of students outcomes as an indicator of educational
348 quality raises concern about test fairness ??Oakes, 1989 ??n Heck, 2003: 513). For examinations (tests) to
349 improve quality of education, quality of examinations themselves, kellaghan and Greaney (1992 :9) have argued
350 that defect of examination have been pointed out in numerous occasions in African countries. These are; i. Most
351 examinations, at both primary and secondary level, are limited to pencil and paper test and so ignore a variety
352 of skill that cannot be measured in this way. ii. Examination emphasizes the achievement of scholastic skills
353 paying very little attention to more practical skills. iii. In most examination questions, the student is required
354 to recall or recognize factual knowledge, rather than to synthesize material or apply principle to new situations.
355 Many examinations contain very little reference to the everyday life of students outside the school, dealing with
356 scholastic topics and applications for the most part, rather than, for example trying to find out if a student can
357 use money in the market place. iv. The quality of actual items used in tests is often poor. If schools gear their
358 teaching to such examinations, then they are unlikely to be successful in developing in their students the kind of
359 knowledge and skills that most people would regard as desirable.

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

371 **9 f) Teachers' knowledge and skill, experience and motivation**

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

378 Effective teaching is determined by the individual teachers' knowledge of the subject matter and mastery of
379 pedagogical skills, which create a strong positive effect on student achievement. For this to happen, adequate
380 preparation is required. This means that a teacher needs professional training to be able to understand the
381 needs of the students and to assist them expertly in a more effective way. Teachers are increasingly being asked
382 to accept a fuller responsibility, of creating condition to pupil's learning and mastery of learning offers exciting
383 possibilities in doing so ??Drever, 1985: 139). Smilarly, OECD (1992: 79) argued that improving educational
384 quality has become a wide spread priority and in this the role of teachers is pivotal and successful reform is
385 realized by and through them. For teachers to accomplish this responsibility, Carnoy (1999: 84) has argued that
386 if teachers are crucial, education policy makers will need to get a much clearer picture of who their teachers are,
387 how they view their role in the system and the type of incentives, regulation, and training that will increase
388 their effort and improve their capacity to transmit knowledge to students. Among other problems the quality
389 of teachers is most crucial, To control quality and maintain accountability, many countries, including Chile,
390 Colombia, France and the United Kingdom, have established national standards and assessments at the primary
391 and secondary education levels (Lethwood, Edge, and Jantzi,1999 in World Bank 2003:68). It is important to
392 distinguish between selection testes for access to the next level of education, which virtually all countries have
393 and tests at various stage of schooling certifying learning and providing for accountability, which are less common
394 (world bank, 2003:68). In relation to accountability one may ask as to who may be responsible if quality does
395 not reach an acceptable standard. ??ellaghan and Greaney (2001:27), in an attempt to answer this question
396 argue that government, educational planner, managers, teachers, students, teacher training institutions, parents,
397 and even taxpayers are all accountable. In general, it is safe to say that everyone should be held accountable for
398 matters over which each has control. Finally there are alarming numbers of students who do not master certain
399 desirable levels of reading, writing and arithmetic as required for their grade level. Therefore quality control can
400 help identify special and common causes (Mitra, 1998; ??63). because qualified personnel in the future should
401 not only have knowledge, more important, they should be devoted and faithful to their tasks. The influence on
402 students by a teacher's own personality cannot be replaced by any teaching material or technological equipment
403 (Mingyuan, 1989: 89). Thus the quality of teachers is the key to the effectiveness of education.

404 Teachers' subject knowledge, an intended outcome of pre-service training is strongly and consistently related
405 with student performance. The most effective strategy for ensuring that teachers whose knowledge has been
406 assessed. Well -designed, continuous in -service training is a second strategy for improving teacher subject

407 knowledge and related to pedagogical practices (World Bank, 1995: 82-83). The highest quality teachers, those
408 most capable their students learn, have deep mastery of both their subject matter and pedagogy.

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

417 Ones the teachers' qualification is fit to the standard i.e. knowledgeable and well skilled with sufficient
418 experience, their working condition which include remuneration, professional development, availability of learning
419 materials, effective and democratic leadership (quality of administrative support and leadership), free from stress,
420 etc. affect their ability to provide quality education and therefore, be considered. Regarding this ILO and
421 UNESCO (1994) argued that major emphasis on teachers' working conditions, salary, and their decision -making
422 role in education change at the national and local level is central to improving educational change at the national
423 and local level is central to improving educational quality. In addition, a UNESCO conference on the status of
424 teachers (1966: 114) stated: Amongst the various factor which affect the status of teachers particular importance
425 should be attached to salary seeing that in present world conditions other factors such as the standing or regard
426 accorded them and the levels and appreciation of the importance of their functions are largely dependent as in
427 other comparable professions, on the economic position in which they are placed.

428 The above statement indicates that teachers need incentives, which is one form of motivation. Motivation
429 is a critical determinant of performance ??Lunenburg and Ornstein, 1991: 88). Similarly, ??oah and Morrison
430 (1997: 134) state that demotivation was found to be the cause for poor quality teaching. This implies that better
431 motivated teachers provide better methodology of teaching and guidance services. Hence, to help teachers exert
432 effort in manner appropriate to their specific jobs, motivation is necessary. If motivated, a teacher might show
433 greater effort by developing various types of institute improvement whereby teachers play an active role in the
434 operation of the institute. Accordingly, the motivation of teachers lies at the heart of change for the better and
435 sustaining motivation deserves greater attention. In general, good performance requires having adequate and
436 well-qualified teachers who motivated to work hard.

437 10 Relevance and Development of HDP Modules

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

454 Preparation and development of a curriculum should be considered in light of what has been done to include
455 the interests, needs and educational background of the students and their level of achievement. The content of
456 the curriculum should be appropriate and proportionate to the knowledge level of the learners, if the desired
457 quality of education is to be attained effectively pertains to the, ??oombs (1986: 105) argued that quality of
458 education pertains to the relevance of what taught and learned to how well it fits the present and future learning
459 needs of the particular learners in question, given their particular circumstances and prospects.

460 Additionally, irrelevance of the Module is the most critical problem in the HDP training system of this country.
461 Therefore the problem related with what is stated above affect the quality of CTEs education. This study is
462 aimed at the Role of Higher Diploma in Improving Trained Teachers' Classroom Teaching Methods in selected
463 CTE in Oromia so as to understand and describe the causes for implementation problems. The method employed
464 in this study is descriptive method because it helps to reveal the current major implementation problems after
465 the training of higher diploma in selected Oromia CTE.

466 **11 Chapter Three**

467 **12 b) Data Source**

468 Data sources in this study were of both primary and secondary ones. Secondary data were collected from recent
469 modules of higher diploma leader's guide, Relevant impact assessment of HDP related works, relevant technical
470 documents prepared by ministry of education, yearly HDP National workshop moderation reports and related
471 documents from CTE were the sources.

472 Primary data were collected from HDP leaders, Tutors, HDP Trained Teacher Educators, and HDP related line
473 managers and students in the respective CTE. In addition, observation regarding the availability of improvements
474 in classroom teaching methods because of HDP trainings and related matters in sample CTE's were made.

475 **13 c) Sample Population and Sampling technique**

476 There are 10 CTE in Oromia Currently. From these three of them were Nekemte , Jimma and Asela which were
477 chosen using purposive sampling. The reason for using purposive sampling technique in determining the sample
478 were to examine the certain improvements and changes of HDP experienced beginners since they trained more
479 teacher educators up to the present time. The following table shows statistical representation of the targeted
480 research. Regarding the respondents, HDP related line managers were included in sample by using a variability
481 sampling technique since they were few in number. The other groups of respondents constituted students and
482 HDP trained teacher educators. Fifty-Seven students from each college making up a total one hundred and
483 seventy -one students out of 5,700 and Sixteen HDP trained teachers from each college making up a total of 48
484 teachers out of 210 will be included using probability sampling in such a way that after the number of students
485 and HDP trained teachers were decided, they were requested to pick papers on which a number were written one
486 by one. The above colleges, students and HDP trained teachers were selected using probability sampling since
487 the populations were relatively large.

488 **14 d) Instruments for Data Collection**

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

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

496 **15 e) Procedures of the study**

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

503 **16 f) Methods of Data Analysis**

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

507 **17 g) Organization of the study**

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

513 **18 Chapter Four IV. Analysis and Interrelation of Data**

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

20 VI. OBSERVING A COLLEAGUE'S CLASS IS ONLY DONE DURING THE HDP

519 19 Year 2017

520 The Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods:
521 Focused on Selected CTE of Oromia
522 Thus it does represent a valid sample, being at list 8% of total trained teachers (only 1 % female), socio
523 economic status and nationality. On the other hand, there were also respondents who were taught by the same
524 teachers in the same CTEs comprising 57 for each with total number of 171. Since all their responses were more
525 or less similar, they were analyzed in the same graph as it is explained in this chapter.

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

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

535 Table1: The analyses in this chapter are conducted according to the following
536 —2,3,
537 —2,3, In the first part of this trained teachers' classroom teaching methods, the participants were asked to

538 rate their degree of agreement with 34 statements for teachers and 13 statements for students. The scale used
539 was a five -point as follow as: 1. Strongly agree, 2. Disagree 3. Agree, 4. Strongly disagree 5. Neutral Responses
540 1 & 2, 4 & 5 were consolidated to give general ratings agree or disagree with point 3 on the scale being considered
541 neutral as between agreeing or disagreeing.

542 The vertical scale of the graph representing the result was as follows: Group of statements on HDP: Improvements that were observed from trained teacher educators because of the role that HDP training in
543 CTE played. This response is not surprising, though one might have expected all the respondents to say that the
544 HDP had changed the way they teach as they spent eight months taking the course and ,in most cases ,put a lot
545 of time and effort into it. The respondents who were neutral are either saying that the course failed in its purpose
546 or that they were already such good teachers that they had nothing to learn from the course. Nevertheless, it
547 is clear that most lectures feel that they benefited from the HDP and presumably, have become better teachers
548 because of it.

549 i. The existence of other training which is better than HDP to support for improvement of class teaching
550 methods Again it's rather surprising that any one regrets having completed the HDP and therefore, considers
551 it is wastage of time. In fact, the lecturers did have choice, though there may have been a sense of professional
552 obligation or pressure from departmental superiors which, if there was, is surely a good thing. In general, however,
553 it is clear that the HDP is highly valued. It would be interesting to explore why some lecturers feel they did not
554 benefit from it. This confirms that responses to the previous two in that the HDP is regarded as very important
555 for instructors' career development. This should be seen in relation to questions 18, 21, 23,24,26,27,28,30,33 and
556 34 below where a majority of respondents affirmed that the HDP certificate would help them to advance their
557 careers. These statements serve to cross -check other and do, indeed, yield similar responses. Again, it is curious
558 that a few respondents feel that the HDP has not helped their professional developments. Unfortunately, it is the
559 nature of multiple choice questionnaires that the researchers don't really know what the respondents are really
560 thinking or whether they have misunderstood the question.

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

562 There was strong in favor of this statement, which shows that instructors recognize the need for updating their
563 methodologies on a regular basis. Attitudinal and methodological change do not happen after only one course
564 or workshop, but need regular updating and reinforcement. With the new framework for continuous professional
565 development in higher education because of its publication in the ministry of education, it is expected that this
566 refreshing and upgrading will be an obligation on instructors in the future. iv. My action research was useful
567 to my teaching. As has been commented previously in relation to other statements, it is surprising that any
568 instructor would disagree or even undecided about this statement, though there are probably some instructors
569 whose time management would not be helped by anything.

571 20 vi. Observing a colleague's class is only done during the 572 HDP

573 As commented earlier, a new CPD policy for higher education is coming into force and this will undoubtedly
574 require more lesson observations. It is good to see that there is some peer observation taking place apart from
575 the HDP requirements. If the HDP certificate had the recognition it deserves, as a professional qualification and
576 recognition of teaching competence, everyone would have agreed with this statement. The fact that so many were
577 unsure in their response, demonstrates that the HDP still does not have the degree of recognition that would
578 guarantee successful career progression. If it were obligatory for all CTE instructors to have the HDP certificate,

579 there would be no doubt that it was a requirement for promotion and advancement and advancement in the
580 profession.

581 **21 viii. Recommending colleagues to take the HDP courses**

582 The most unanimous approval given to this statement shows that, despite the uncertainty expressed in the
583 previous item about the value of the HDP for career progression, it is valued for the enhancement of teaching
584 skills that it provides, even if these are not recognized sufficiently for promotion or salary enhancement. It is
585 somewhat surprising that anyone would say that they wasted their time doing the HDP, though this is what those
586 who agree with this statement seem to suggest. Perhaps, under the cloak of anonymity, there are always going to
587 be those who like to be controversial response. The statement is probably poorly worded and perhaps, therefore,
588 confusing. It is a principle of questionnaire wording that the statements should be affirmative to avoid the
589 ambiguity of double negatives. This is very strong response in favor of the instructors having learned that there
590 are at least some Active Learning Methods that can be used in all subjects. Only two respondents believed that
591 ALMS were not appropriate, though this is itself a matter for concern as it represents nearly 10% of the total and
592 more if the neutrals are counted in this skeptical category; this suggests that there are certain highly conservative
593 lecturers who feel they have nothing new to learn and are probably unwilling even to try new methods in their
594 classes. That is even questioning and answering is an active learning method, and a highly valuable one which
595 should certainly be used with all classes in all subjects. It is truly shocking that any lecturer would consider that
596 is method has no role to play in his or her teaching methodology. Alternatively, it represents a misunderstanding
597 about what is mean in the question by "active learning methods"; the respondents who denied the value of these
598 methods in their subject may have in mind only the more unusual methods such as those known as the balloon
599 debate or goldfish bowel, rather than methods such as questioning, pair work or group work, which they may
600 well use. If this questionnaire were to be used again, it should contain a definition of active learning methods so
601 that the respondents are clear what they are being asked. This statement suggests reason why someone agreed
602 with statement 5 and the result shows that a lot of instructors (43 in total) are not convinced that ALMs are a
603 valuable use of teaching time. This is as if using an ALMs were a luxury only to be used when there is plenty
604 of time available, but not the best way to use time otherwise. It shows that the philosophy of the HDP to the
605 effect that how you teach is as import (perhaps even more so) as what you teach has not been fully accepted
606 or internalized. Teaching is still seen to a large degree as the imparting of information, rather than a way of
607 encouraging thinking about, application of, and critical appraisal of information.

608 ii. Instructors are too overloaded to do continuous professional development Though 42 respondents agreed
609 with this statement, 3 disagreed and 3 were neutral, suggesting that there is an acceptance that time can be
610 found for CPD if necessary. As was commented in relation to the previous statement, if CPD becomes obligatory,
611 instructors will have to find time for it, or time will have to be given to them by reducing their workload. The
612 researcher should all be happy to see this affirmation, though 6 instructors were neutral about it, perhaps because
613 they are more cynical or realistic about themselves and /or their colleagues. This positive attitude should certainly
614 be rewarded by recognition being given to good quality teaching, whether by salary increments, priority access
615 to scholarship opportunities or promotion. HDP graduates are encouraged to be role models to other teacher
616 and to demonstrate the attitudes to teaching that this statement implies. Perhaps the neutral ones are merely
617 saying that they don't know what that their colleagues do and therefore, cannot comment on this statement.

618 **22 iv. Discussion of teaching methods with my colleagues**

619 Obviously, it is desirable the CTE has serious educational professionals in its employee, and that there are
620 discussions among them about teaching methods. Whether these discussions are limited to formal staff meeting
621 or take place informally as well, the researcher does not know. It is not clear how it is possible to be neutral in
622 relation to this statement, which seems to demands a 'yes' or 'no' answer, but 5 respondent were not sure how to
623 answer. These responses seem rather surprising as it is normal for people not to like being observed doing their
624 job, but it suggests a willingness to be observed which is welcome vi. knowing about learning styles whether
625 influences or teaching methods

626 If instructors can be encouraged to treat their students as individuals, each with their own talents and preferred
627 way of learning, then this is to be welcomed. Perhaps the statement should also have included "... and assessment
628 techniques." Because it is as important to assess students in relation to their different ways of exhibiting their
629 knowledge as it is to take it into account only in the teaching process. Again, the researcher sees here the fact
630 three instructors say that they still teach most of their lessons as lectures. It is not clear whether this would
631 include some form of active learning as part of those lessons, but it does demonstrate that not all graduates of the
632 HDP assimilated and internalized the need for students to be active participant in their own learning with in the
633 classroom as well as outside it. There are still those lectures who assert that active learning is not appropriate
634 for their subject. Class size is often given as the reason for this. Fortunately, very few instructors think that they
635 do not need to write lesson plans, though it is surprising that any do after its importance was stressed during the
636 HDP. The statement could have been phrased as: "I write a lesson plan for every class." to remove any ambiguity.

637 ii. Only formal tests give the teacher useful feedback on student progress i. Has HDP changed methods of
638 teaching?

639 The overwhelming response (48) to these questions was that the respondents had become better teachers in
640 terms of the teaching methods they employ because of the HDP with a few also mentioning that they were
641 more aware of a greater range of assessment techniques, too. They feel they have become far more Focused on
642 Selected CTE of Oromia concerned with student participation that previously and their lessons have become
643 more interactive, giving them greater awareness of how the students are learning and reacting to the material
644 provided. Five participants were somewhat ambivalent about how they had changed and only one expressed the
645 view that he or she had not changed at all. They felt they were better teachers in terms of their responsiveness
646 to the needs of their students and ability to organize their lessons, manage their time and modify their delivery
647 in the light of feedback from students. The best way to give favors of the respondents' comments is by a few
648 selective quotations:

649 Positive "where it is necessary and when I am facing time constraint still I am using the lecture method but I
650 try to support it with real life situation and make the lesson more lively." "Tow -way communication makes the
651 student participate in the class and makes me evaluate myself." "students feel free during my class to participate,
652 answer questions to ask to do given Activities in the class." "I have developed the skill to condense vast contents
653 in to a small lesson so that I can save time and energy due to HDP." "I am applying different ALMS even in
654 difficult circumstances (large class size)." Negative:

655 "It changes little because I am in the environment where the program leader lacks printers and paper and I
656 can't avail the materials I need." "I haven't practiced much to train my students in student-centred method due
657 to some inconveniences in the university like unmanageable class size, insufficient materials.."

658 ii. Success points of HDP for classroom sessions

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

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

672 The methods that were mentioned by some as having failed were the following; debates, group discussion
673 (which was felt to be too time-consuming and because the students revert to their mothertongues). Drama as
674 self-and peer-assessment (" I don't trust the students"). More often than not, though, the negative comments did
675 not concern the failure of the methods themselves, so much as the difficulties of applying them due to: large class
676 size, lack of resources (access to printing materials, marker pens, flip chart paper, LCD projectors, visual stimuli,
677 negative student attitudes, even functioning wall sockets for electrical equipment for audio or visual presentation,
678 I have provided some representative were anonymous and therefore likely to be honest: Positive: "(Using active
679 learning methods) I plant the seedlings that grow throughout their lives." "I have found out the some students
680 are extremely dynamic and can bring to the classrooms situation, even experiences, that I haven't come across in
681 my life." "It eases tension among learners. As they are actively engaged in group and individual work, students
682 feel comfortable and relaxed. They also gained confidence in the instructor with recognition of my effort to make
683 learning easy and comfortable." "HDP brings confidence on how to deliver lesson and choose appropriate methods
684 to use." Negative: " students do not support active learning methods and continuous assessment because they
685 always expect from me and don't want to try because of the previous spoon-feeding teaching -;earning style."
686 Students do not have experience of working together." My failure as an HDP graduate is because of have been
687 unable to use all ALMS and all assessment methods because of: I am not regularly applying active learning
688 methods only because my students are not interested to participate when I assign them duties in the class. They
689 prefer to learn through lecture method and by taking notes." "Not much ! I am changed somewhat during the
690 HDP because it was expected that I had to do different activities such as preparing lesson plans, observing friend
691 and being observed by HDLS after I completed the training, everything was stopped. Hence, what I can tell now
692 is my evaluation system has not been changed because of the number of students in the classroom."

693 ? Number of students in the class.

694 ? The nature of the subject .

695 ? The time given to complete the course." "I gave my students tasks to be done in the class through active
696 learning but only a few completed them properly."

697 iii. Major challenges observed in HDP since then Most participants said that all of the HDP had an effect
698 though 15 of the 23 specified the active learning project as the single module which had affected them most.
699 Some of the comments made capture the range of views expressed; "These modules (reflective Teacher Educator,
700 active learning project and improving assessment) helped me to understand the psychological impacts of ALMS,

701 and giving and receiving feed back. The also help me to acknowledge and implement planning and evaluation".
702 "Honestly speaking, all the sections of the HDP had a great effect on my teaching and profession in general."

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

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

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

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

709 "The ALP is related to actual work and it is easy to implement and I can see the result". One participant
710 made a useful suggestion;

711 "I liked all the modules, except the order of their presentation action research should be the 2 module so that
712 ample time would be available for data collection and writing reports". (Comment by higher diploma leader
713 Action research which is scheduled to be the 4th and last module is already put as the 3 module ahead of module
714 3 exactly for this reason and it does seem to allow enough time.) iv.

715 What do you think were the best things about the HDP? Why?

716 The item mentioned were: learning from fellow candidates and exchanging ideas, learning about active learning
717 method and assessment techniques, updating skills and techniques, the way the program is run, the way the leader
718 treated the candidates, information about teaching, lively discussion, developing good habits like punctuality, the
719 materials provided. Some comments; "for me it was a special experience. My HDP leader was well-experienced
720 and a well informed facilitator. I learned a lot from the experience he shared.

721 Anyone who assumes this position, expatriate or local, should develop rich and adequate were clear and
722 achievable."

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

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

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

726 "The way we discuss issues and interact with colleagues, raising new ideas, arguing with each other?" "IT
727 improves our English."

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

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

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

734 "It needs some incentives and the university should place the HDP in its internal structure like other offices."
735 "That it is becoming compulsory to everyone. Thus when instructors are trained with any interest the outcome
736 will be bad."

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

738 "An issue was repeated a lot of times which resulted in boredom." vi. Explain the active learning methods you
739 use regularly. Without a doubt, there is a limited range of methods employed regularly. These are pair work, group
740 work, brainstorming, questioning and answering presentations, quizzes and a few instructors also mentioned field
741 visits, debates, demonstrations, audio/visual presentations and case studies. Obviously, it depends on the subject
742 taught to some extent. The quotations given express how some methods are used: "Naturally, I am opposed to
743 using single method over again. I like using varied methods, changing them now and then. I regularly use
744 questioning and brainstorming to revise and introduce and physical movement to avoid boredom."

745 "I do group work with a task and then they present it to the class. During the presentation I randomly select
746 the presenter to make a cross-check whether everyone has done the activity or not. I make the choice randomly
747 to enforce the students to do the work effectively in cooperation." "I usually give activities that should be done in
748 pairs, for example, I give model dialogues for the students to take turns to say the lines so that they can improve
749 their speaking skills."

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

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

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

756 "I use debate to the advantages and disadvantages of a given idea and also ranking to teach a topic in which
757 there are a series of activities or procedures." "In the first place, I ask brainstorming questions. I invite the students
758 first to do it individually and then in small groups. Next, I invite them to present what they have understood
759 from the small group discussion. Then I ask questions to see whether they agree or not with the presentation
760 point of view in order to assess their understanding. Finally, I give feedback."

761 The main comments concerned the length of the course, how full it is and, above all, the lack of incentives
762 and rewards for graduates of the HDP, who feel more recognition should be given to them for their effort and
763 the fact that they are, ostensibly, more qualified teachers. Another comment made on many occasions was that

23 E) ANALYSIS OF INTERVIEWS

764 the course is repetitive and could be reduced to avoid such unnecessary repetition; this particularly concerned
765 some of the reflective activities. One participant suggested that the material should be enhanced by the provision
766 of additional resources, such as reference links to websites, or visual support such as a dedicated DVD showing
767 active learning in progress. Regular workshops or training sessions for graduated were recommended by several
768 respondents for them to upgrade their skills. Some respondents did not really answer the question as such but
769 were saying how the standard of teaching in the university could be improved. These recommended reducing
770 class size, providing more resources to teachers and training students to be more receptive to active learning
771 teaching methods. All were agreed that the HDP handbook was due for updating.

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

775 ? "Incentives should be given for trainees to keep their interest more."

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

780 "The modules should be shortened as much as possible. Module 1 is bulky and seems difficult to complete
781 easily and to go through the material in detail.

782 Here there is rushing without looking at the contents deeply."

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

785 "The university should pay incentives like other offices for the HDP>" "providing recognition and value for
786 the HDP." "Timely preparing and providing certificates for the graduates."

787 "The number of actives should be minimized. The time planned for the training should be minimized e.g. six
788 moth." "There should be tea break time." "There should be a reward /incentive for graduates."

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

792 "press the education faculty and the university administration to assign some budget to the action research
793 work and produce publishable work that will contribute to the career development of the teachers." "I think HDP
794 does not get attention from the live managers. HDP graduate teachers should get some advantage over other
795 teachers who did not the HDP. Some value should be attached to HDP graduates in addition to the knowledge
796 since this is a one-year training."

23 e) Analysis of Interviews

797 The three questions that were used in this semistructured interview were as follows: 4 lecturers said that only
798 lecture methods were used before taking the HDP course.1 respondents said he tried to use differed methods
799 than just lecturing but was unsure of what to do.1 respondent said he had used some ALMs prior to HDP as
800 a result of ELIP course but still lectured more.1 respondent said he lectured but also did some presentation
801 and group work. 2 respondents said that they were not prepared for teaching students before taking the HDP
802 course even though one was familiar with Active Learning from college course work.1 respondent said he knew
803 of ALMs before taking the HDP but did more lecturing due to time and module constraints. Accordingly, the
804 researcher concludes depending on the respondents' answer that prior to taking the HDP course , the primary
805 form of teaching students were by lecturing .This is true even for those who already had some knowledge of Active
806 Learning Methods. For the two teachers who were relatively new to teaching when taking the HDP course, they
807 felt that did not know how to teach before the HDP course. Question 2. How would you describe your teaching
808 styles after taking the HDP course?

809 5 respondents unanimously said that the HDP had a positive influence on their teaching. They had particular
810 praise for the effect that active learning had on their students' learning and participation. Other areas where they
811 saw improvement are as follows: 2 respondents said they gained improvement in time management , 1 respondent
812 said his assessment method had improved ,1 respondent saw an improvement in his objective and planning and 1
813 felt that confidence in his teaching had increased. In some instances the lecturers interpret the question regarding
814 change as a way to improve the HDP course. However, most answers reflected a desire to have more follow up
815 to the HDP course. The following quotes are a sample of their responses: "I had little willingness to be involved
816 with HDP at first but after taking the sessions I became enthusiastic for the program."

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

818 "HDP topics are good but I would like more time spent on student problem." "I would like to have a workshop
819 to review Active Learning Methods."

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

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

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

826 24 Chapter Five

827 V.

828 25 Summary of the Discussion

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

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

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

857 26 b) Recommendation

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

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

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

897 27 VI.

898 Volume XVII Issue I Version I

899 28 Appendix-I

900 29 Jimma Teachers College Office Of HDP

901 The purpose of this questionnaire is to better understand the role of higher diploma program in improving trained
902 teachers' classroom teaching method which contributes to a strong implementation of the program across Oromia
903 CTE contexts in which it is being implemented. Please, base all your responses on the 1996 E.C. -2004 E.C.
904 academic years. You are kindly requested to answer the questions honestly and thoroughly. Your response will be
905 kept confidential. Finally, you are not advised to write your name on any part of this questionnaire. Thank You
906 for your help! Part I: Background Information on characteristics of respondents for teacher educators. Direction:
907 Put a tick (?) in the appropriate box.

908 ? Sex :

909 Male Female _____ 2. Describe success points of HDP for your class room
910 sessions. _____

911 _____ 3. Has the HDP changed your methods of teaching?
912 _____ How in particular? _____

913 _____ 4. What
914 _____ do you think were the best things about the HDP?
915 _____ Why?
916 _____

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

919 _____
920 _____
921 _____
922 _____
923 _____
924 _____
925 _____
926 Varied learning styles are employed in the class room

927 30 Appendix-III

928 Kolleejjii Barsiisotaa Jimmaa Kuta HDP Kaayyoon gaaffii qorannoo kanaa, shoora sagantaan diploomaan
929 olaanaa haxa barsiisuu daree barsiisota leenji'anii foyyeessuu keessatti qabu haalaan hubachuu. Kanaafuu,
930 akka barataatti atis carraaqqii waliigalaa barsiisaan kee daree barsiisu keessatti adeemsiiisu madaaluun gaaffilee
931 dhiyaatanifiif deebii kenni. Gaaffilee hunda walqixa deebisi. Deebiin kee icitiin eegama. Gaaffii qorannoo kanarratti
932 maqaa kee hin barreessiini.

933 Deggeersa keef galatoomi!

1 2

¹The Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods: Focused on Selected CTE of Oromia

²© 2017 Global Journals Inc. (US)

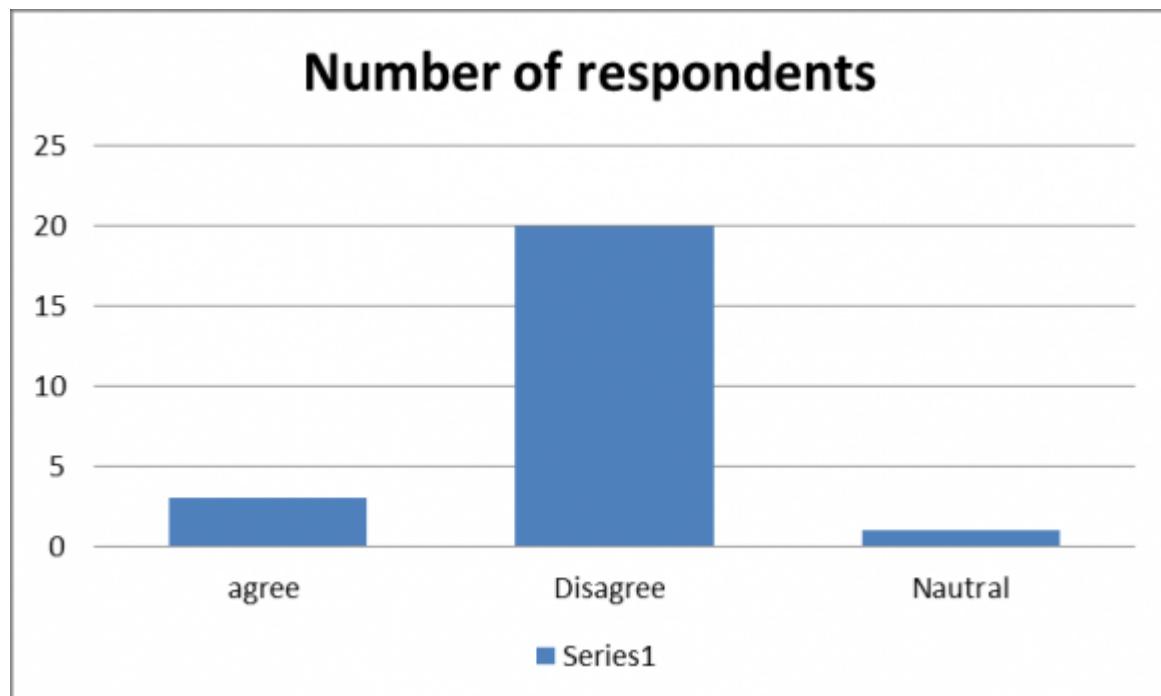


Figure 1:

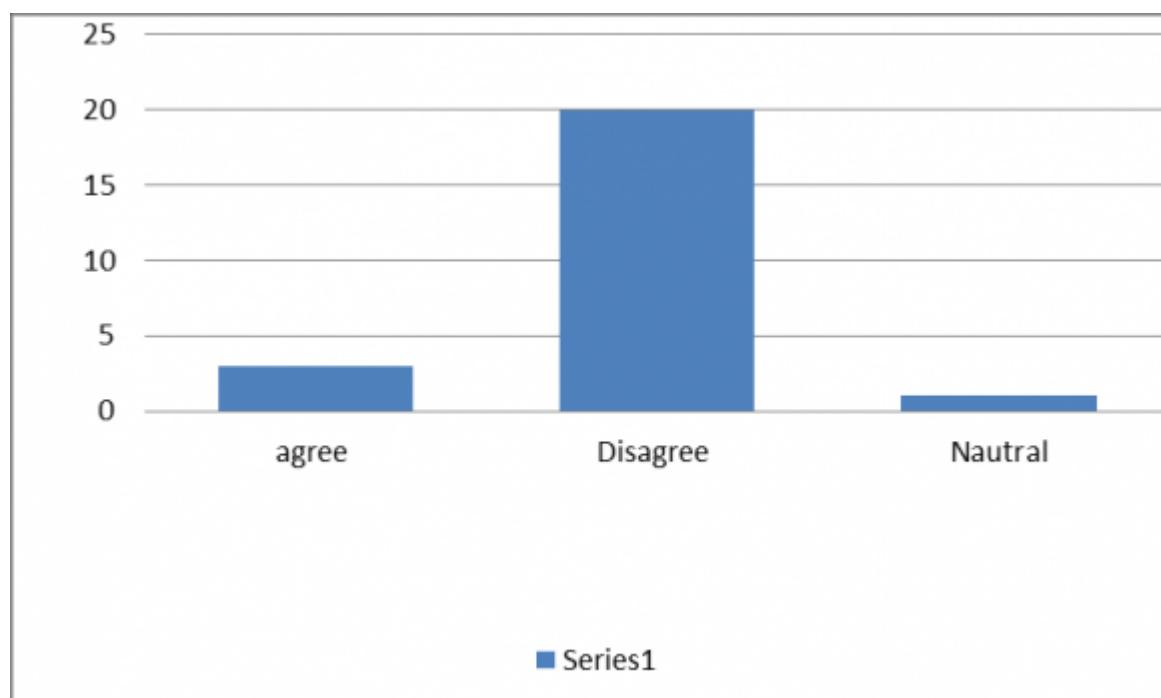


Figure 2:

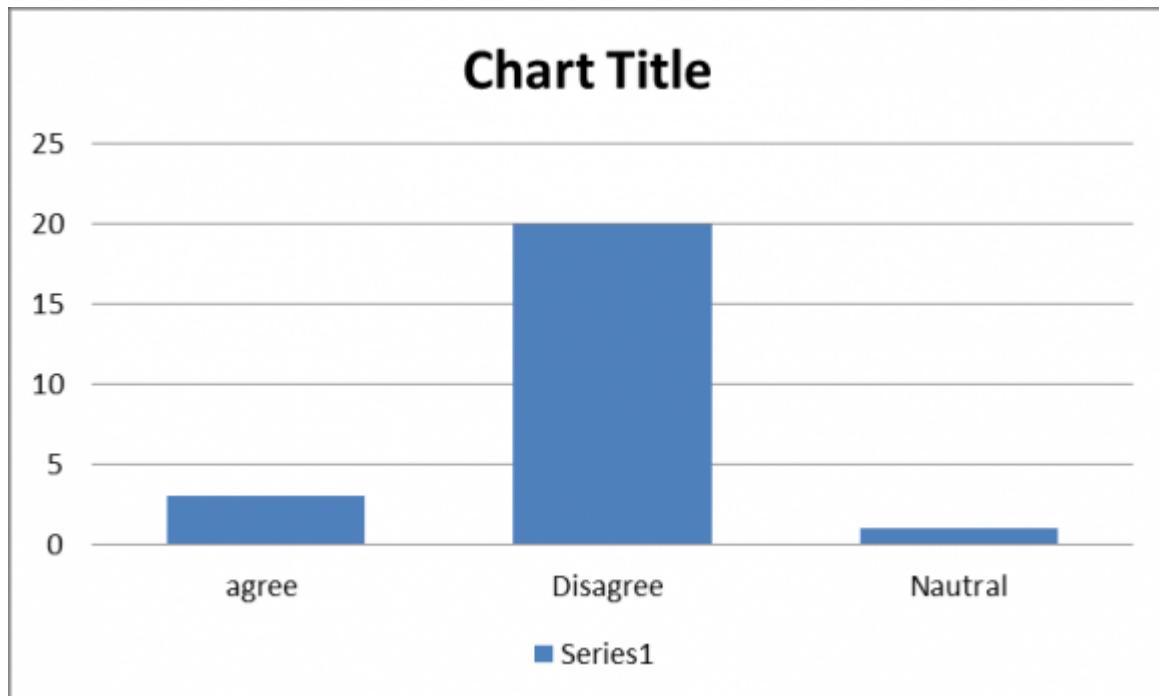


Figure 3:

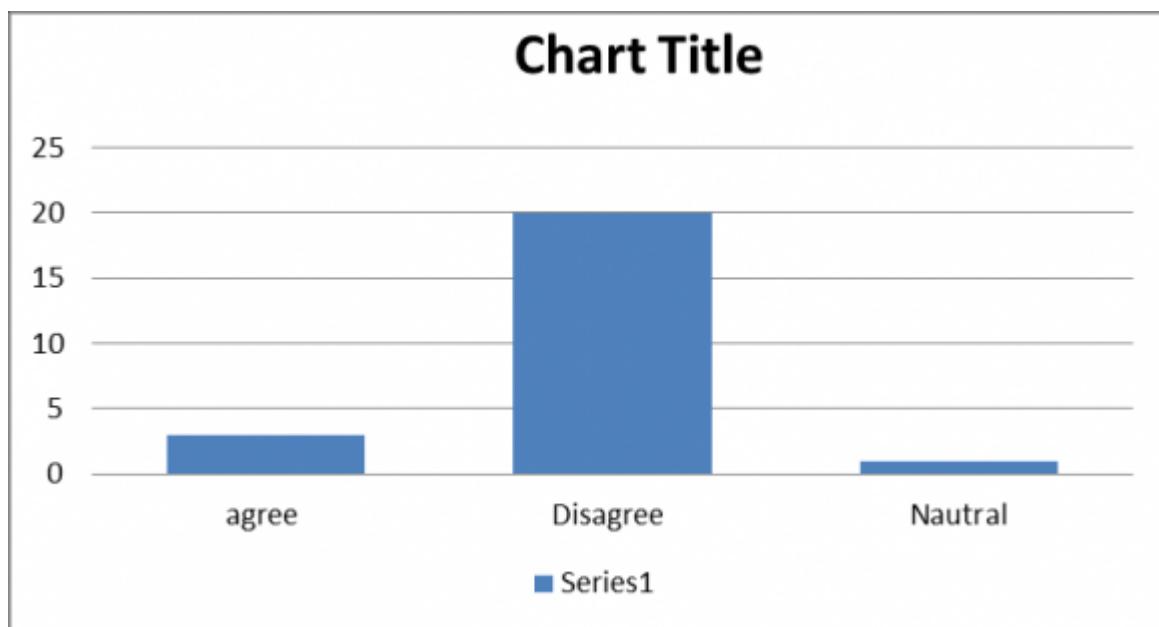


Figure 4:

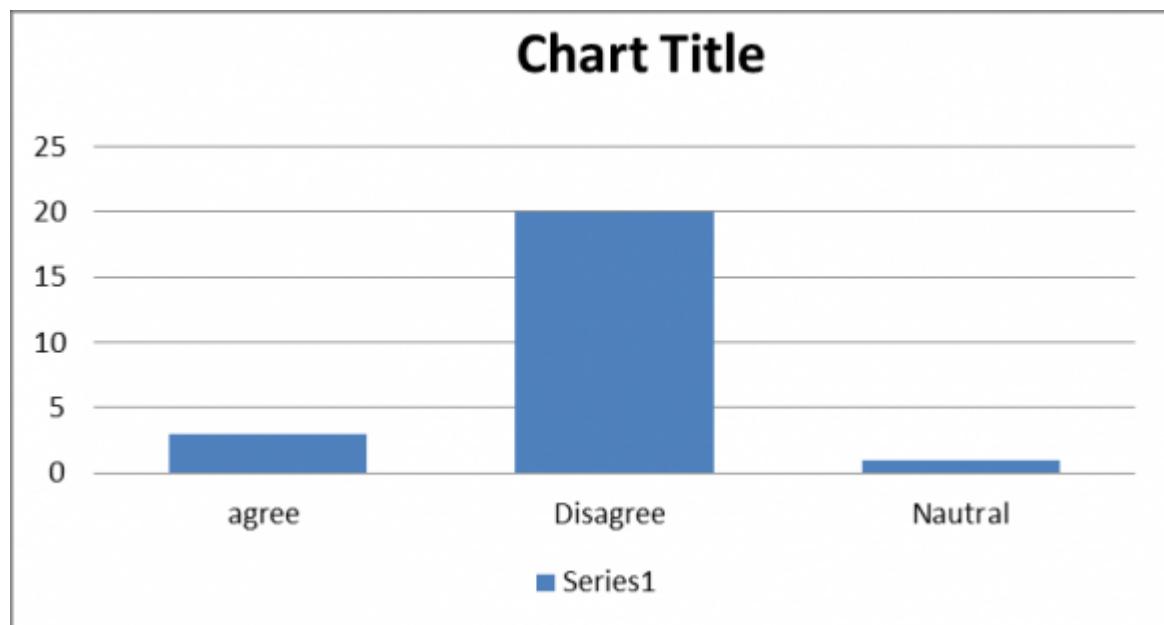
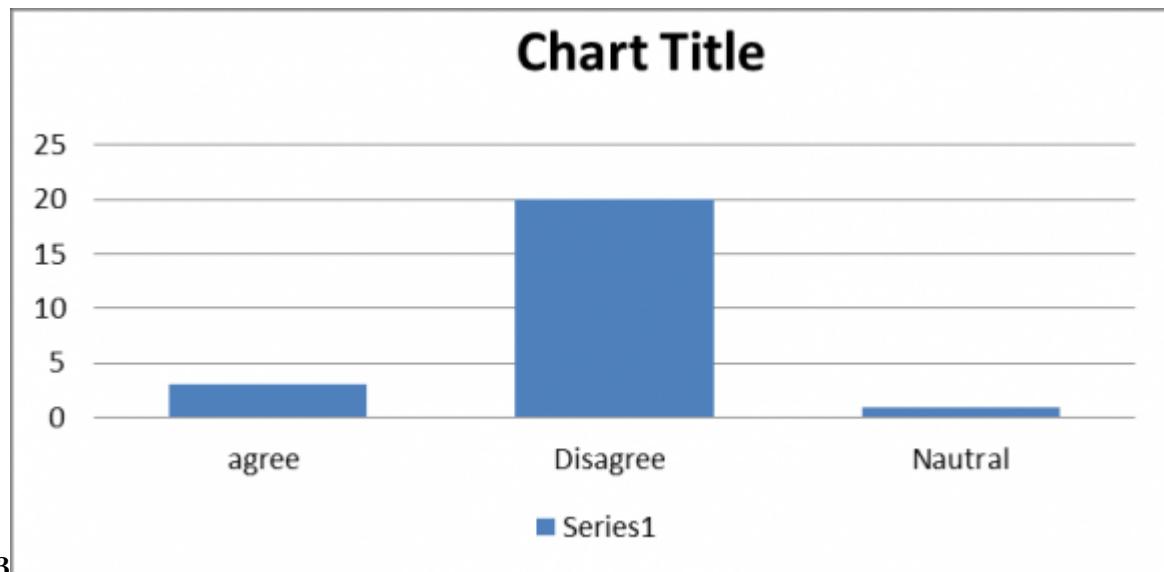


Figure 5:



23

Figure 6: Figure - 2 Figure - 3

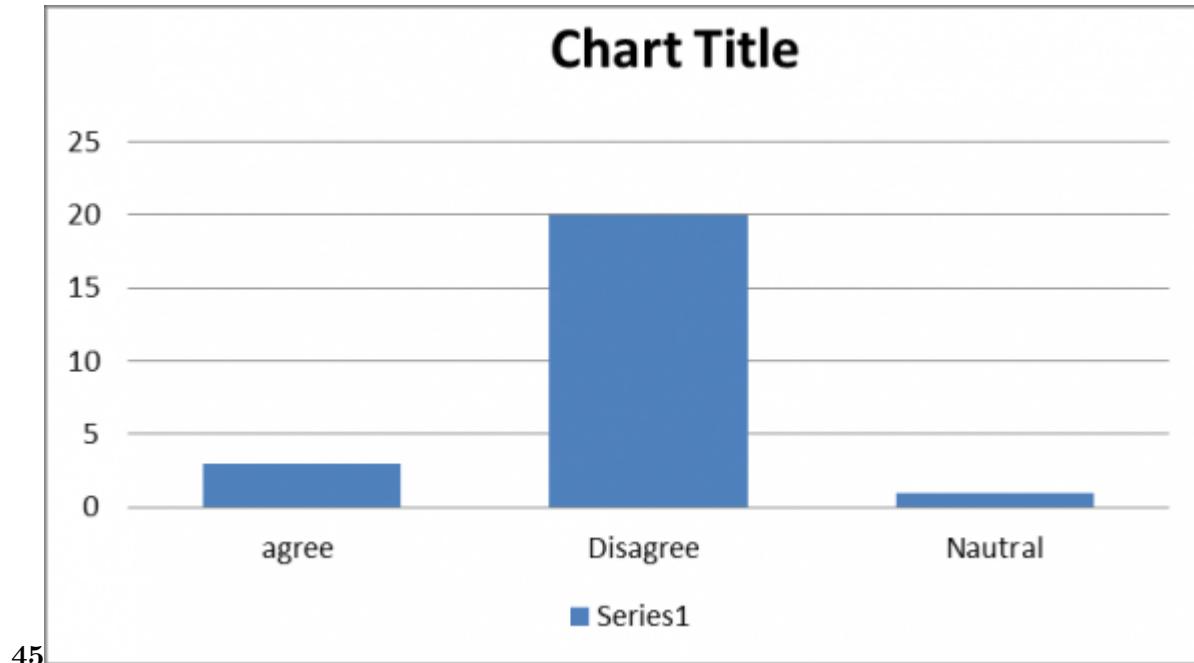


Figure 7: Figure - 4 Figure - 5 The

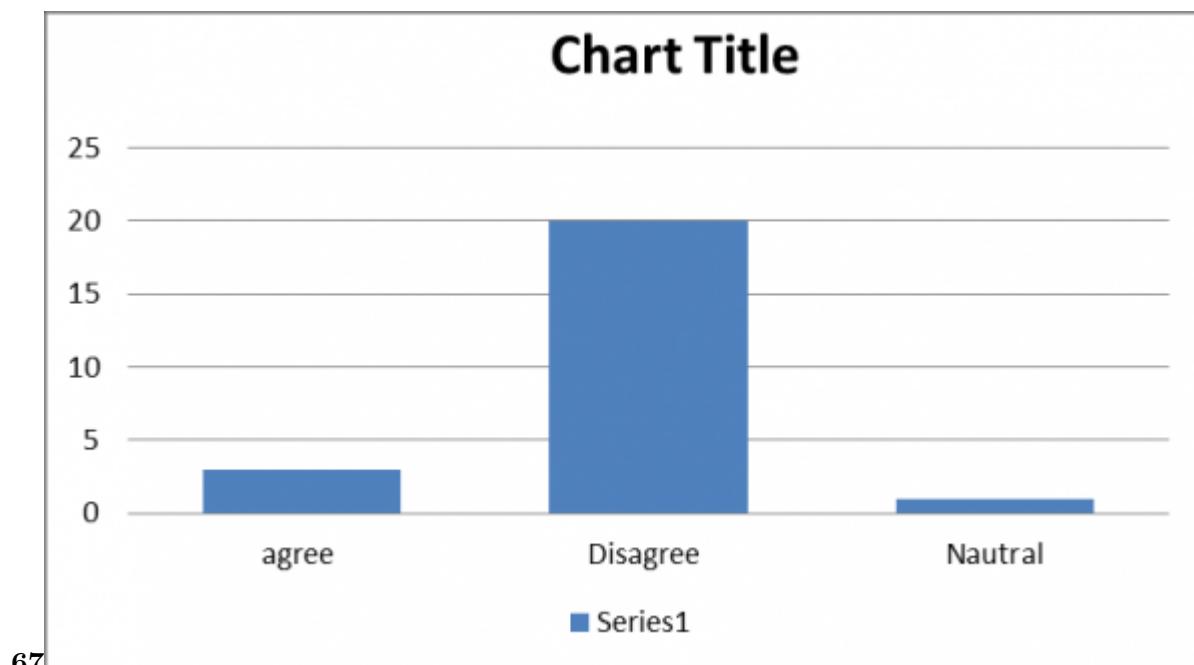


Figure 8: Figure - 6 Figure - 7 vii

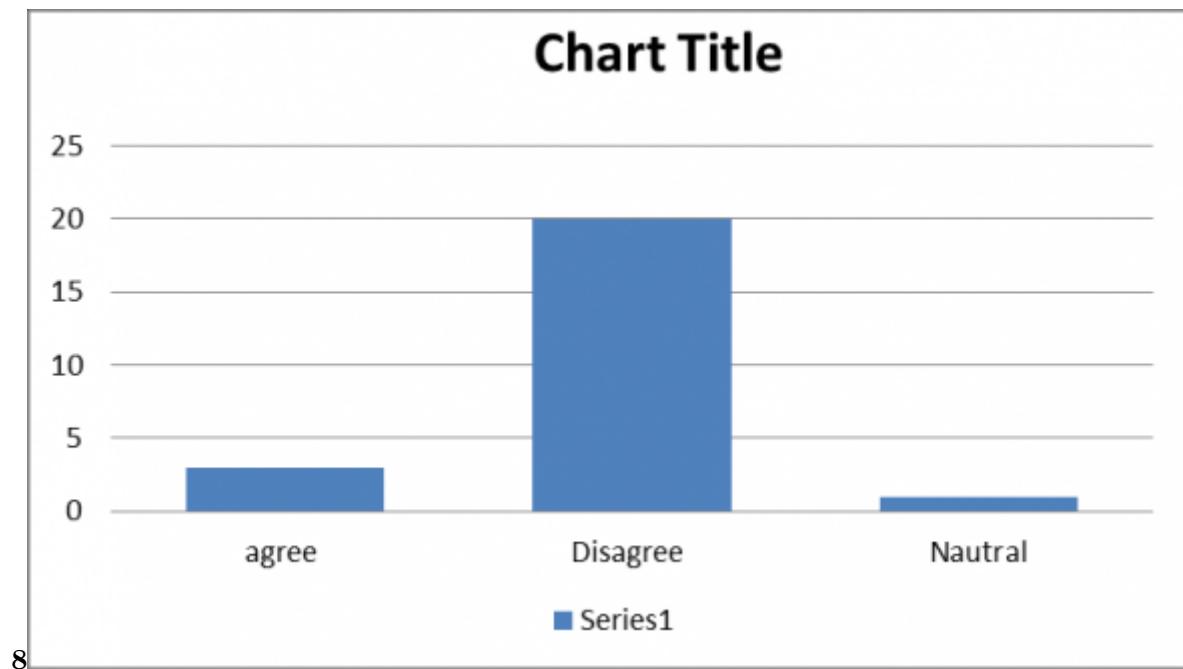


Figure 9: Figure - 8 Figure

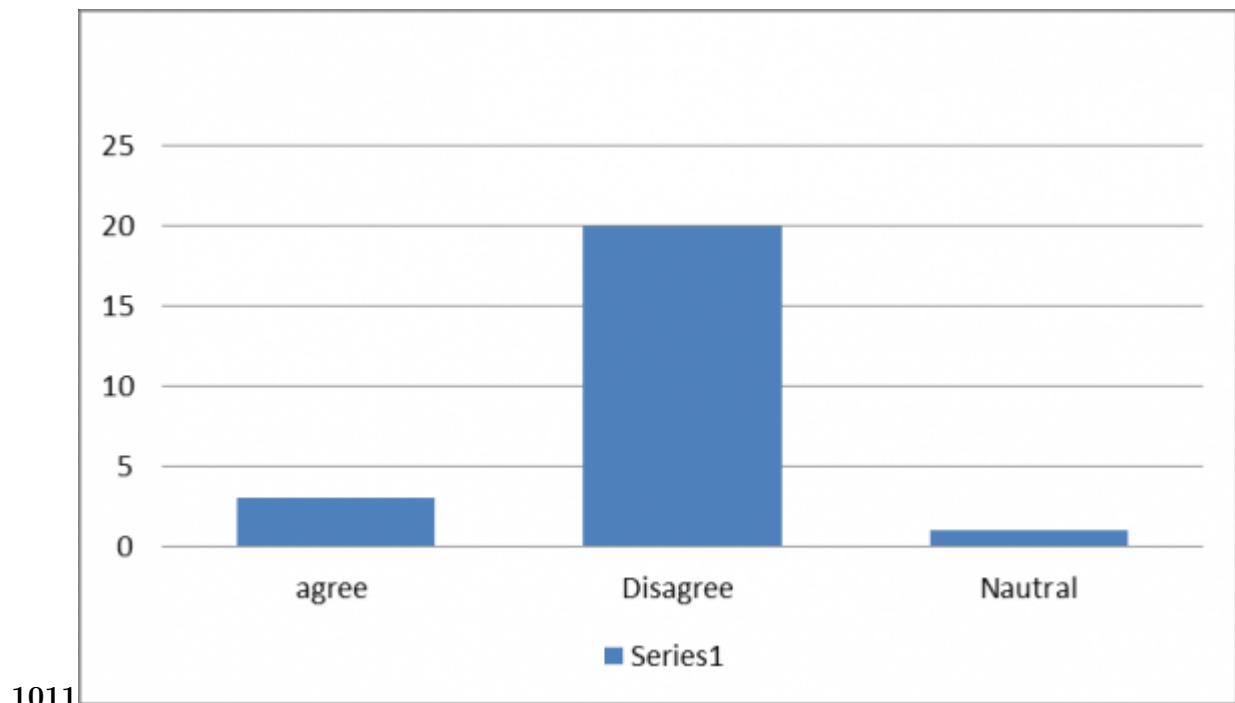


Figure 10: Figure - 10 Figure - 11 bThe

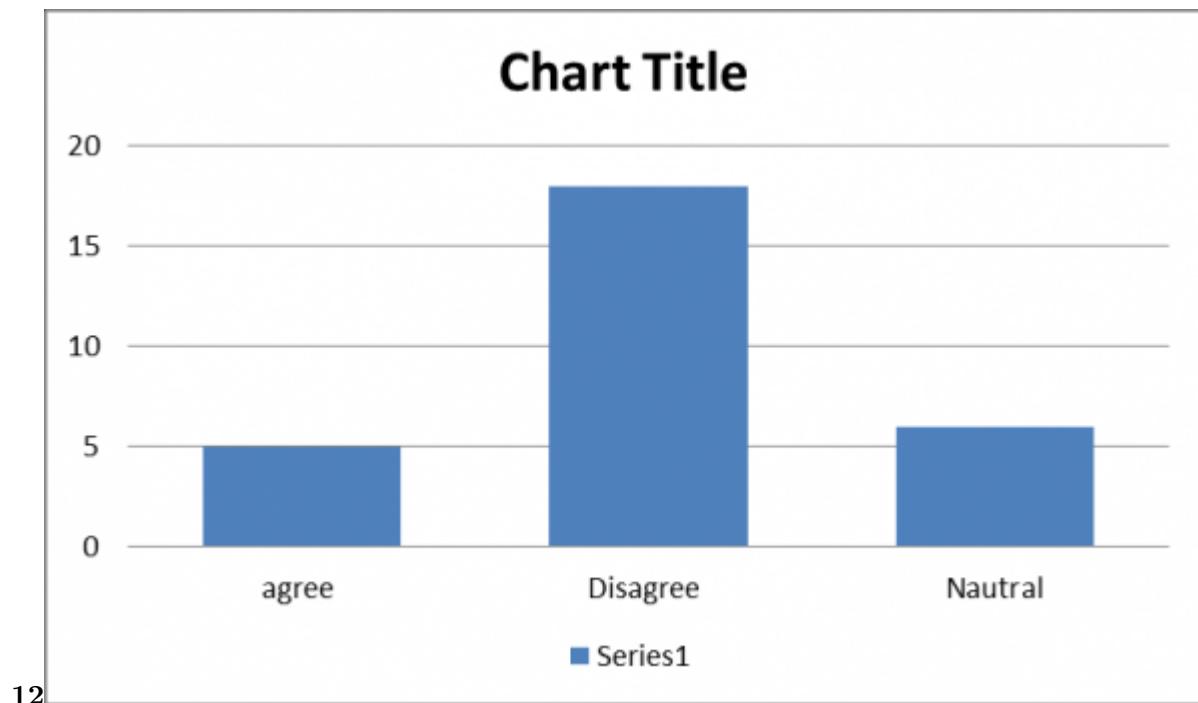


Figure 11: Figure - 12 Figure

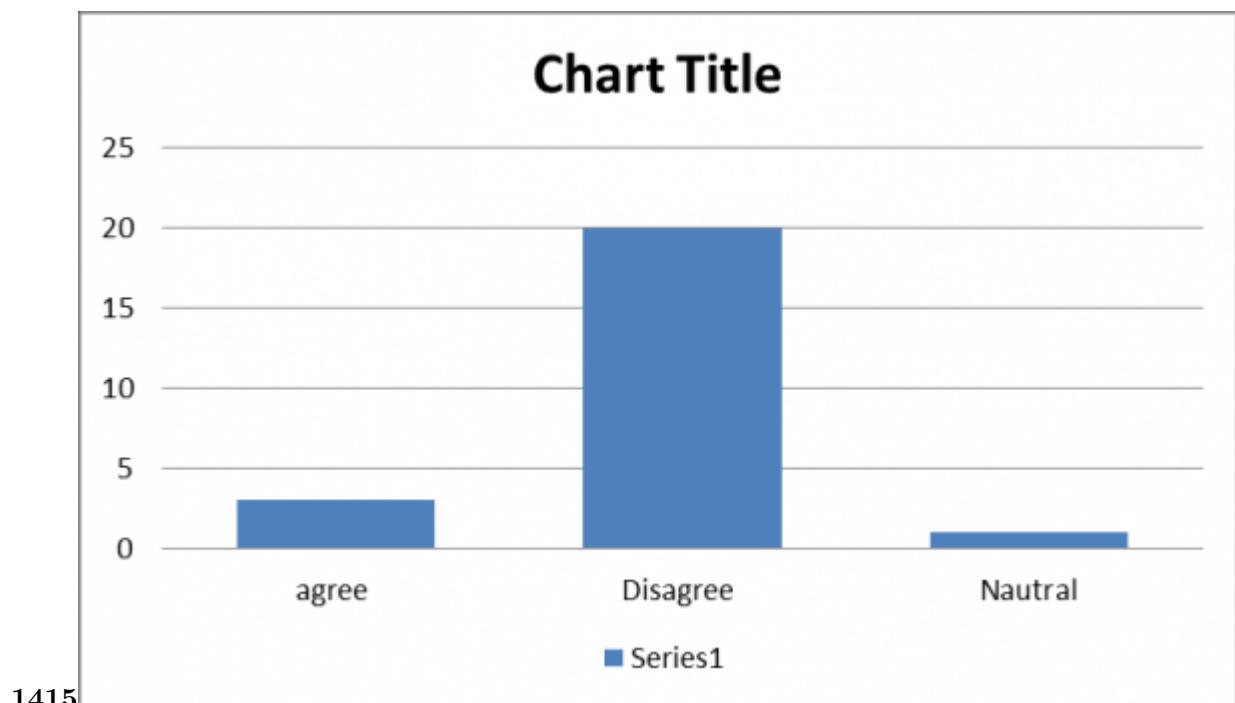


Figure 12: Figure - 14 Figure - 15

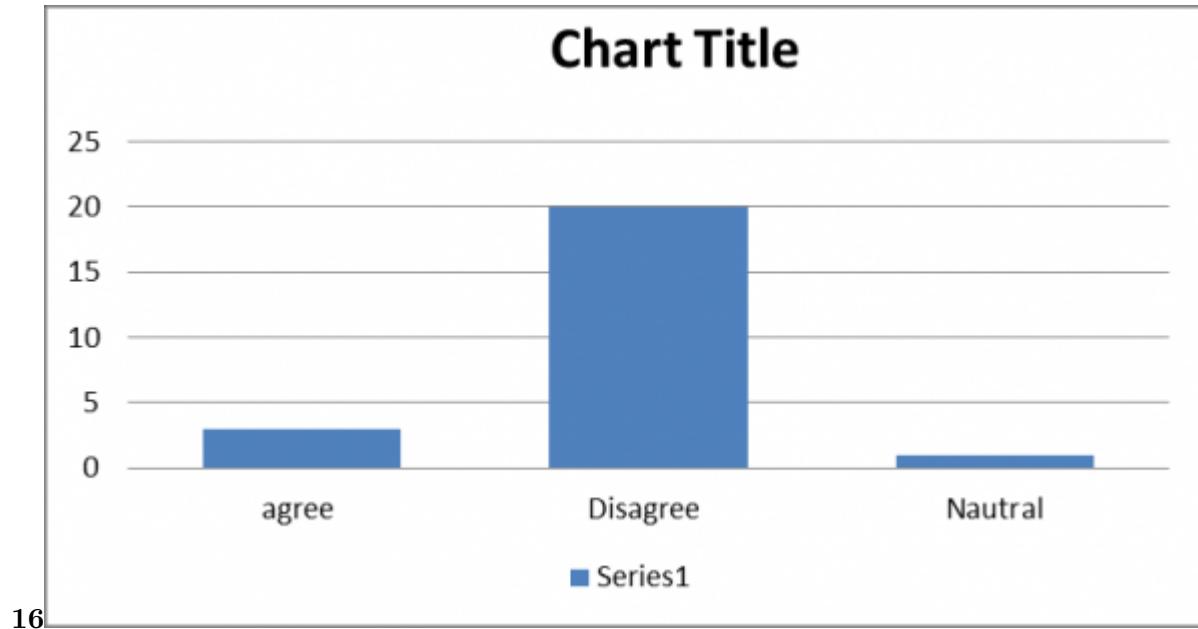


Figure 13: Figure - 16 Figure

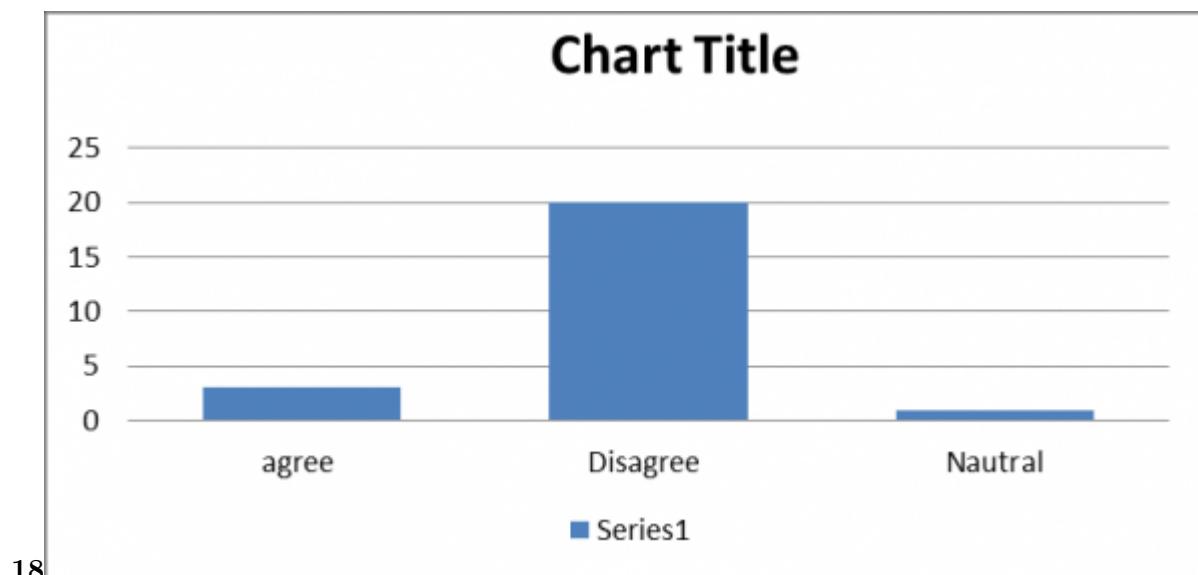


Figure 14: Figure - 18 Figure

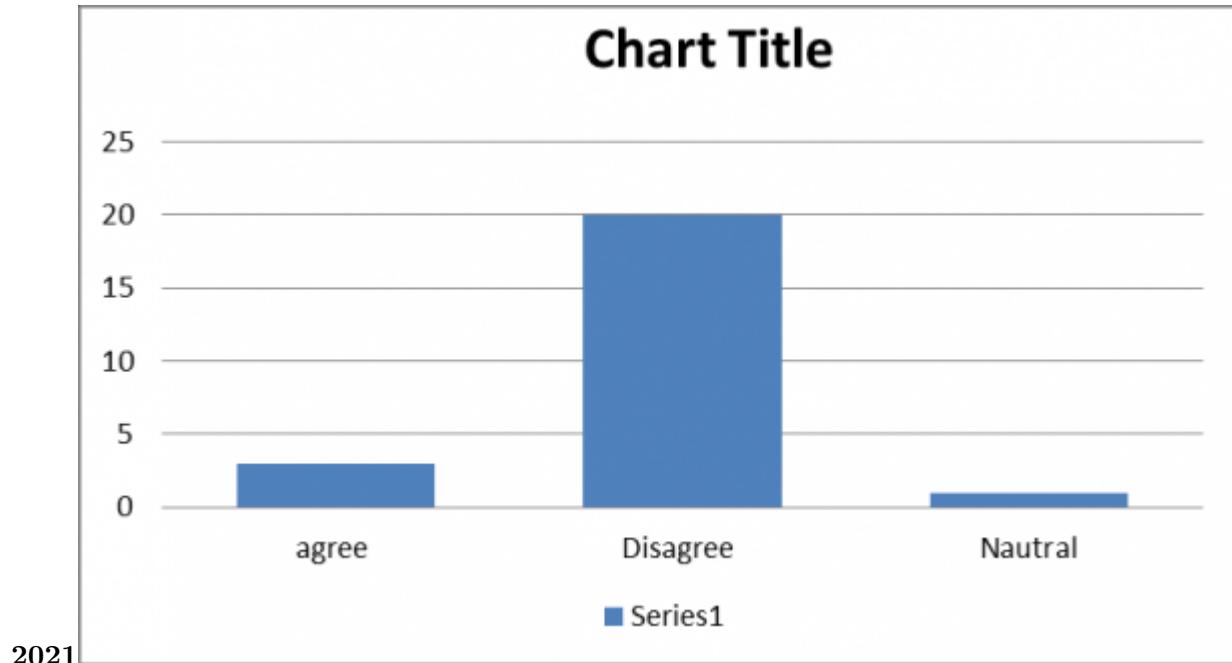


Figure 15: Figure - 20 Figure - 21 d

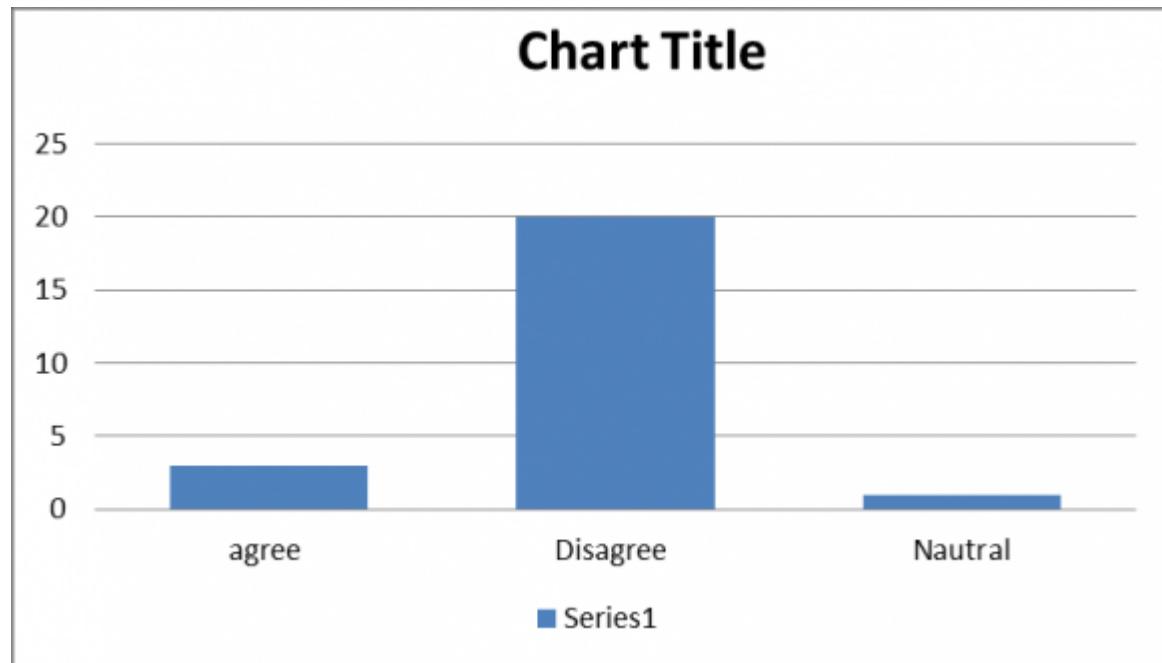


Figure 16: The

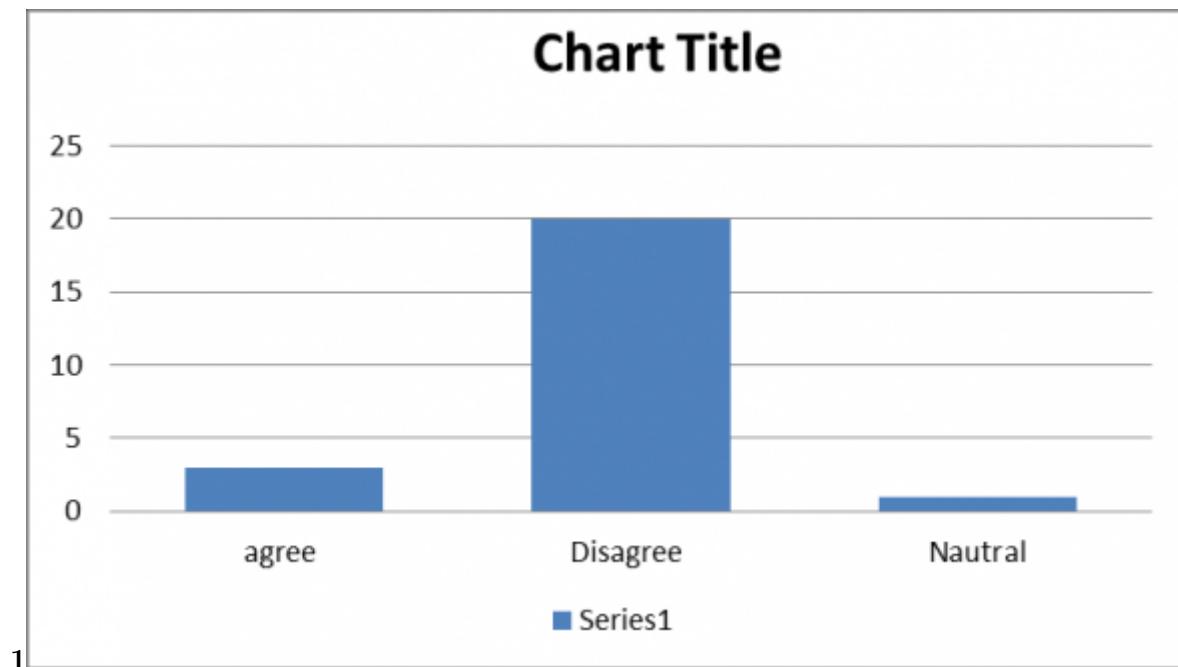


Figure 17: 1 .The

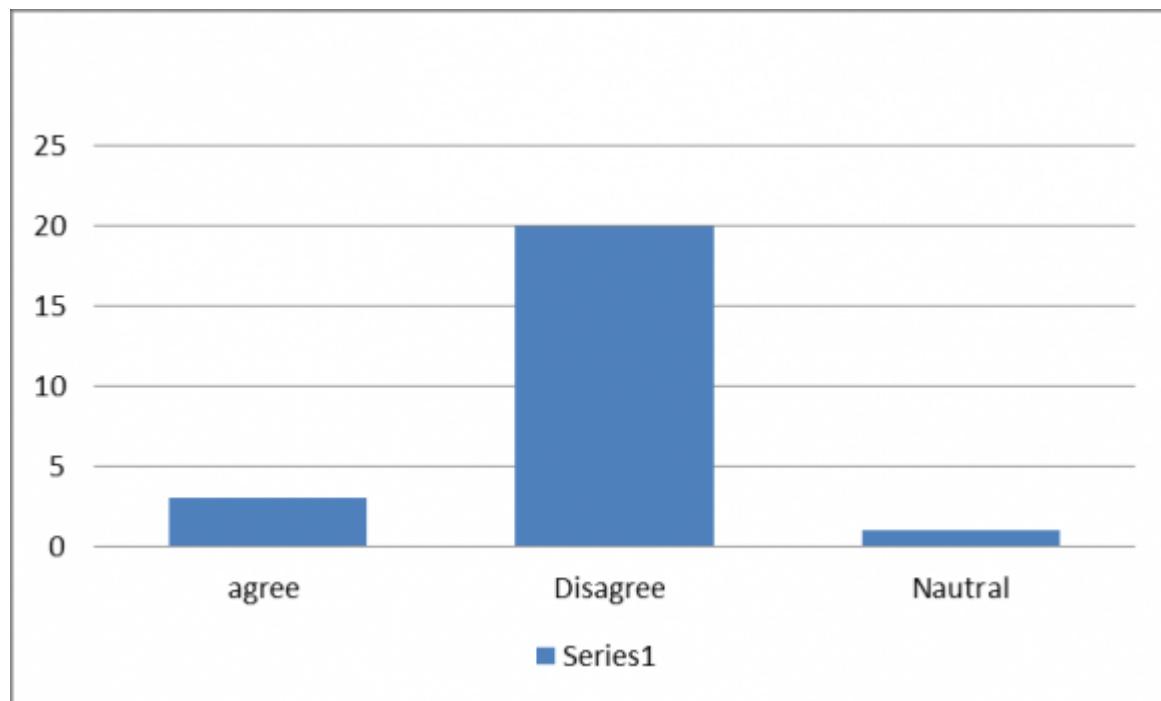


Figure 18:

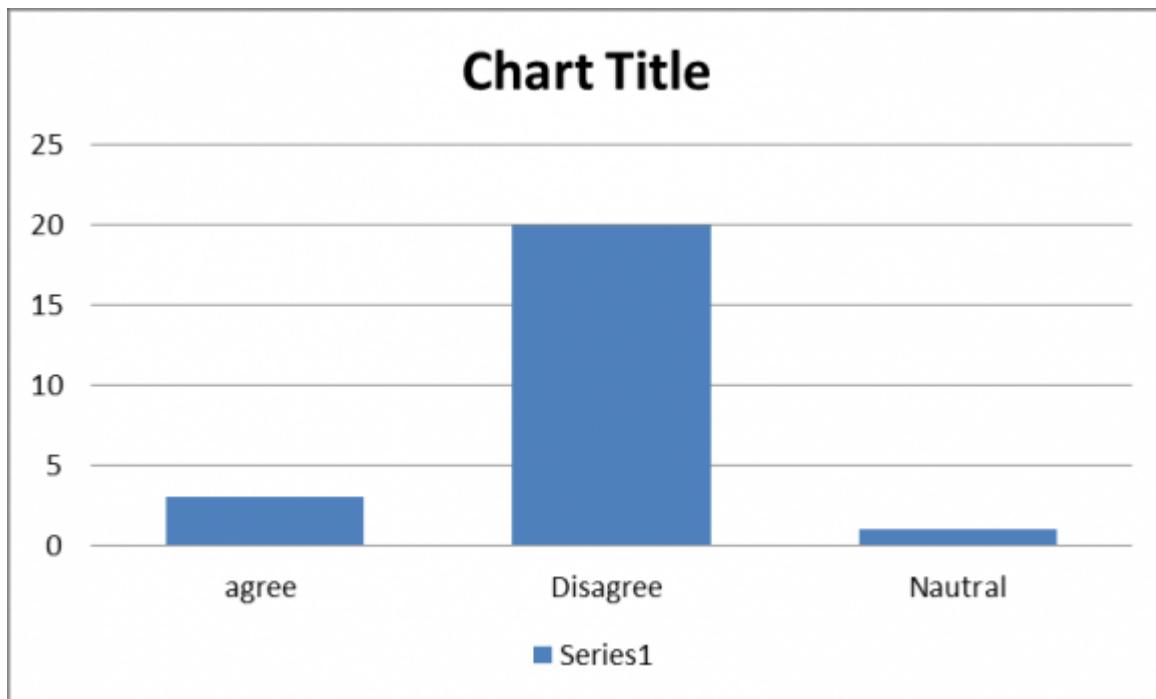


Figure 19: The

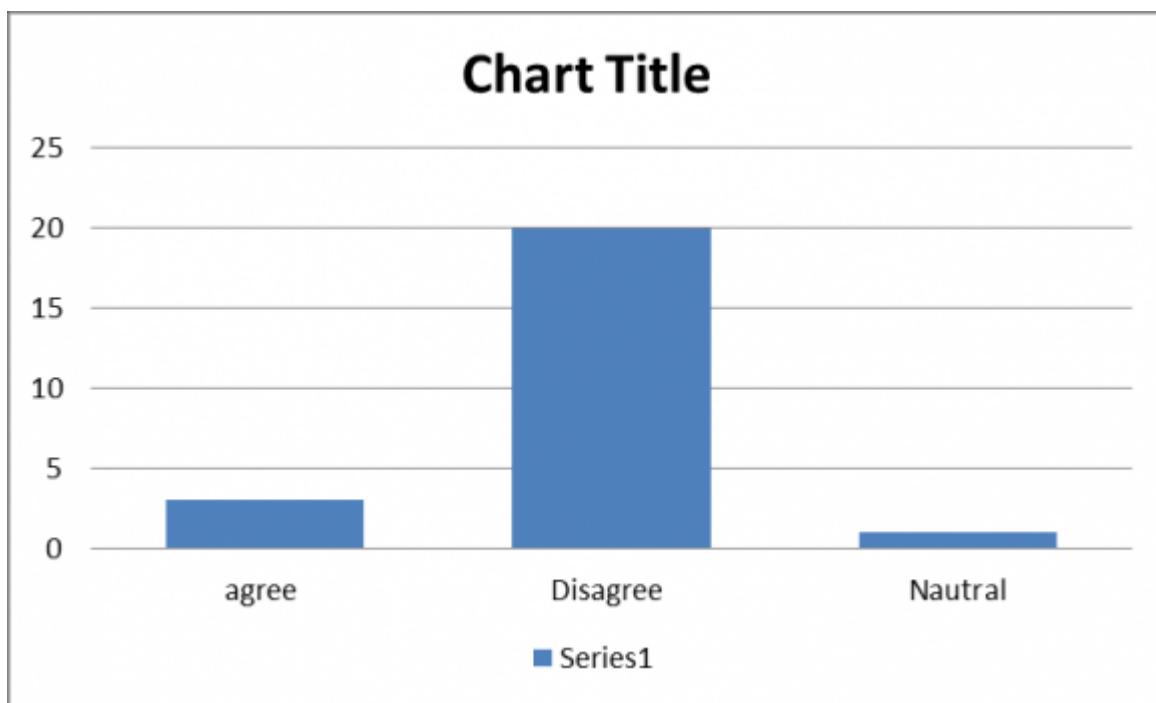


Figure 20: The

Figure 21: Table 1 :

2

Year 2017
13
Volume XVII Issue I Version I
G)
(
Global Journal of Human Social Science -

Figure 22: Table 2 :

3

Figure 23: Table 3 :

4

Figure 24: Table 4 :

	Asella		Nekemte		Jimma		Total	
Old	New	HDP	Old	New	HDP	Old	New	HDP
1,2,3,5,	4,6,7,8,							
12,15,19,	9,10,11,							
20,22								

Figure 25:

strong correlation to the positive view that was shown by the graphs of data analysis of the questionnaire results in (4,6,7,8,9,10,11,13,14,16,17,25,29,31 and 32) 4 of consecutive graphs.

The responses given to question 2 indicated a

Group of statements ALMs

Figure 26:

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-
Year learning method 7 HDP learning adequate for employing active resources are
2017
34 ? Academic Qualification: learning method DipInstaDegree
Volume Second Degree HDP candidate HDP leader HDP trained teacher HDP line manager PhD HDP tutor
XVII
Is-
sue
I
Ver-
sion
I G
)
(- 11 -13 Part II: No Items 1 The lecture method teaching above 13 strategy is more situated to the cur-
Global
Jour-
nal
of
Hu-
man
So-
cial
Sci-
ence
Most teachers use lecture method students because it is the method they know 14 Teachers' assessme

Figure 27:

934 .1 Acknowledgements

935 First and for most, I would like to express my deepest gratitude and appreciation to Ato Yadeta Asha, my
936 Colleague of HDP for his unreserved encouragement, constructive comments and criticism in conducting this
937 study from designing the research project up to its completion.

938 I would also like to express my special thanks to Jimma CTE, for providing the financial support. Furthermore,
939 Seida Awel who supported me in typing this research without any reservation of her effort shall deserve to take
940 my heartfelt gratitude.

941 I am also grateful to Asella, Nekemte and Jimma CTEs, and then individuals that have cooperated and assisted
942 me in gathering the required data for this study.

943 Finally, I am very much obliged and wish to express my indebtedness to my wife Melesech Berhanu who
944 rendered her assistance and encouragement along with my beloved daughter, Siweye Abdissa and my son Gutu
945 Abdissa to the development and completion of this research. 4

946 .2 Bibiography

947 .3 Year 2017

948 The Role of Higher Diploma Program in Improving Trained Teachers' Classroom Teaching Methods:
949 Focused on Selected CTE of Oromia
950 Explain the active learning methods you use regularly?

951 .4 Appendix-II

952 .5 Jimma Teachers College Office Of HDP

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

955 .6 No

956 Views of the change process Yes No Kutaa II: Sagantaa HDP irratti gaaffii qorannoo yaada murtaa'een deebi'u.
957 Qajeelfama : Gaaffilee kanaa gadii keessa bakka deggeerturratti yaada shanan keessaa tokko jalatti mallattoo () kaa'i.

959 .7 Lak Gaaffilee Baay'ee hin fudhatamu

960 .8 Hin fudhatamu Giddugaleessa Fudhatamaadha

961 Baay'ee fudhatamaadha 1 Tarsiimoon barsiisuu mala barsiisotaa haala sirna barnoota haaraa fi beekumsa
962 durduubee barattootaan daran ibsama.

963 2 Barsiisonni harki caalaan mala od-ibsaatti fayyadamu; sababni isaas haalaan waan malicha beekanii.

964 3 Barsiisurratti itti gaafatamuummaa kan fudhatu barsiisota qofa.

965 4 Barattooni malleen si'aayinaan barachuu irratti muuxannoo duraanii fi hubannoo ga'aa qabu.

966 5 Ga'een barattootaa od-ibsa dhaggeeffachuu, yaadannoo qabachuufi gaaffilee gaafatamaniif deebii kennuudha.

967 6 Mala od-ibsa qofa yoo itti gargaaramne sirna barnootaa xumuruu (haguuguu) dandeenya.

968 7 Barsiisonni barannoo hirmaachisaa raawwatu.

969 8 Mala si'aayinaan barachuutti gargaaramuu barattooni qabiyee baay'ee hirmaannaan barachuu danda'u.

970 9

971 Barattooni yaadannoo waan dhugaa ta'e fudhachuu fi qormaata qofaarratti hirkannaa baay'isu.

972 10 Barsiisonni yeroo baay'ee waan dhugaa ta'eefi gaaffile qormaataa ykn battallee irratti xiyyeefatu.

973 11 Barsiisonni hirmaannaan barattootaa jajjabeessa.

974 12 Toofataleen madaallii barsiisotaa malleen si'aayinaan barachuu barattootaa jajjabeessa.

975 13 Barsiisonni yaad-gabbii gadi-fageenyaa gochaalee barattootaaf kennaman keessatti yerooodhaan ni kennu.

976 .9 Year 2017

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

979 .10 Appendix-iv

980 Semi-structured Interview Questions Question 1. How would you describe your teaching styles prior to taking
981 the HDP course?

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

985

986 As a result of the HDP course what changes would you like to see in the teaching-learning program?
987 _____
988 _____
989 _____
990 _____

991 [Hall] , Prentice Hall .
992 [Robert Lissitz Schafe (ed.)] *Assessment in Educational Reform; Both Means and Ends*, W Robert, Willian D Lissitz, Schafe (ed.) (Boston) Allyn and Bacon.
993 [Association for the Development of Education in Africa Newsletter ()] 'Association for the Development of Education in Africa'. *Newsletter* 2003. 15 (4) . (UNESCO)
994 [Teferra (19960)] 'Attempts at Education Reform in Ethiopia A top-down or a Bottom and Reform'. Seyoum Teferra . *The Ethiopia Journal of Education* 19960. XVI (1) .
995 [Silberman ()] *Crisis in the Class Room*, Chareles E Silberman . 1970. New York: Random House Inc.
996 [Defining Quality in Education; A paper presented by UNICEF at a meeting of the international working Group on Education (2000) *Defining Quality in Education; A paper presented by UNICEF at a meeting of the international working Group on Education*, 2000. June 2000. Florence, Italy.
997 [Frederiksen and Collins ()] 'Designing an Assessment System for the future Work Force in'. John R Frederiksen , Allan Collins . *Linking Schools and Work; Roles for Standards and Assessment*, Lauren B Resnick, G Wirt (ed.) (San-Francisco) 1996. Jossey-Bass Inc.
998 [Edition federal Ministry of Education HDP Handbook ()] 'Edition federal Ministry of Education'. *HDP Handbook* 2008.
999 [Peters (ed.) ()] *Education and the Education of Teachers*, R S Peters . Routledge & Kegan Paul (ed.) 1977. London.
1000 [Lunenburg and Ornstein ()] *Educational Administration: Concepts and Practice*, Fred C Lunenburg , Allan C Ornstein . 1991. USA: Wadsworth, Inc.
1001 [Gerber and Brown ()] 'Employing People with learning Disabilities in paul'. Paul J Gerber , Dale S Brown . *Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues*, J Gerber, Henry B Reif (ed.) (Boston) 1994. Andover Medical Publishers.
1002 [Minguan (1989)] 'Enhancing the Quality of Teachers priority in meeting the Twenty-First Century Education'. Gu Minguan . *Proceedings of International Symposium and Round Table; Qualities Required Of Education Today to Meet Foreseeable Demands in the Twenty First Century*, (International Symposium and Round Table; Qualities Required Of Education Today to Meet Foreseeable Demands in the Twenty First CenturyBeijing) 1989. 27 Nov -2Dec 1989. INESCO.
1003 [Heck ()] 'Examining the Impact of School Quality on School Outcomes and Improvement: A Value -Added Approach'. Ronald H Heck . *Journal of Educational Administration Quarterly* 2000. 30 (4) p. .
1004 [Esdp Iv ()] *Federal Ministry of education, Federal Democratic of Ethiopia*, " Esdp Iv . 2010/2011-2014/15. 2010.
1005 [Teferra Shibeshi (ed.) ()] *Fundametals of Educational Research; For Students and Beginning*, Seyoum Teferra, Ayalew Shibeshi (ed.) (Research Researchs Addis Abeba) 1989.
1006 [Hoy et al. ()] *Improving Quality in Education* London, Charles Hoy , Colin Banye-Jardine , Margaret Wood . 1999. Falmer Press.
1007 [Hawes (1985)] *Improving Quality. Who can make it happen?* In R. Garden, *Improving Quality on Primary Education in Developing Countries. Who make it happen ? A Report of a workshop held in Department of Education in Developing Countries on*, Hugh Hawes . 1985. February 11%12. 1985. London: Institute of Education.
1008 [Lockheed and Hanushek ()] *improving the Efficiency of Education* 29. in *Developing Countries; A Review of the Evidency*, M Lockheed , & E Hanushek . 1987. Washington, D.C: The World Bank.
1009 [Oecd ()] *Indicator of performance of Education Systems, report on indicators of performance Education System*, Oecd . 1973. Paris: OECD.
1010 [Stone ()] 'Indicators of Access, Coverage, Quality and Internal Efficiency in Ethiopian Primary and Secondary School'. John Stone . *Quality Education in Ethiopia: Visions for the 21st century proceedings of National Conference*, Amare Asgedom (ed.) (Awassa) 1977. 1998. Addis Ababa University. (Increasing Effectiveness; A Guide to Quality Management London)
1011 [Burkhead et al. ()] *Input and Output Large-City High Schools*, Jesse Burkhead , Thomas G Fox , John W Holland . 1967. New York: Syracuse University Press.
1012 [Baum et al. ()] *Investing in Development Lessons of World Bank Experience*, Warren C Baum , M Stokes , Tolbert . 1985. London: Oxford University Press.

1042 [Potter and Powell ()] *Managing a better school*, D Potter , G Powell . 1992. Great Britain: Athenaeum Press
1043 Ltd.

1044 [Drever ()] 'Mastery Learning in Context, Theory and Practice in sally'. Eric Drever . *The Changing Face of
1045 Education 14 to 16: Curriculum & Assessment*, Pamela Brawn, Munn (ed.) 1985. England Nfer-Nelson
1046 Publishing Company Ltd.

1047 [Mitra ()] Amitava Mitra . *Fundamentals of Quality Control and Improvement* (2nd, (London) 1998.

1048 [Noah et al. (ed.) ()] *Modern Secondary Education*, J Noah , Bellack , D Morrison , Brophy . Holt, Rinehart and
1049 Winsten (ed.) 1997. New York.

1050 [Gropello and Di ()] *Monitoring Educational Performance in the Caribbean*, Emanuela Gropello , Di . 2003.
1051 Washington, D.C: the World Bank.

1052 [Benson ()] *Perspectives on the Economics of Education: Reading in school finance and Business Management*,
1053 Charles Benson . 1963. Boston: Houguton Mittlin Campany.

1054 [Ross and Mahlch ()] *planning the Quality of Education; the Collection and use of data informed decision making
1055 paris*, K N Ross , Mahlch . 1990. (International Instiute for Education Planning)

1056 [Farrant ()] *Priniciples and practices of Education*, J S Farrant . 1980. Singapore: Longman, Publisher Pvt. Ltd.

1057 [Coombs (ed.) ()] *Qualitative Aspects of Education Planning*, P H Coombs . C.E Beeby, (ed.) 1969. Paris: IIEP.
1058 (Time for a Change of)

1059 [Bebby ()] *Qualitative Aspects of Educational Planning*, C E Bebby . 1969. Paris; IIEP.

1060 [Amare (1998)] *Quality Education in Ethiopia: visions for the 21st century Proceeding of National Conference
1061 held in Awassa College of Teacher Education. 12-18*, Asgedom Amare . 1998. July 1998. Addis Abeba. Institute
1062 of Education Research. Addis Abeba University (Teachers Perception of Education problem in Ethiopia)

1063 [Berhane ()] 'Quality; A higher Education Perspective'. Assefa Berhane . *Institute of Education Research
1064 Flambeau* 2002. 9 (2) .

1065 [Mcdermott ()] *Regionalism Forestalled: Metropolitan 33. Fragmentation and Desegregation Planning in Greater*,
1066 Kathryn A Mcdermott . 1998. New Haven, Connecticut, in Clarence N. Stone; USA: Universty Press of
1067 Kansas.

1068 [Schlechty ()] *Schools for the Twenty-First Century :Leadership Imperatives for Educational Reform*, Phillip C
1069 Schlechty . 1990. San Francisco: Jossey-Bass Publishers.

1070 [Heberman ()] *Secondary School Today*, Grant D Heberman . 1990. Cambridge: Harvard University Press.

1071 [Tasisa ()] *Situational Analysis of Ethiopia Education*, Gizay Tasisa . 2003. Institute of Educational Research
1072 Flambeau

1073 [Ayalew] 'The concept of higher Education, International Criteria and Standards' (Amahric Version)'. Shibeshi
1074 Ayalew . *The Ethiopia Journal of Educational Researchers' Association* Addis Abeba. 1 (202) .

1075 [Negash ()] *The Crisis of Ethiopian Education: Some Implications for Nation Building*, Tekeste Negash . 1990.
1076 Uppsala. Department of Education, Uppsala University

1077 [Lloyd et al. ()] 'The Impact of Educational Quality on school Exit in Egypt'. Cynthia B Lloyd , El Sahar ,
1078 Wesley H Twila , Clark . *Journal of Comparative Education Review* 2003. 47 (4) .

1079 [Pierson ()] *The Making Profession*, Purdy M Pierson . 1989. Boston: Houghton Mifflin.

1080 [Caillods ()] *The Prospects of Educational Planning*, F Caillods . 1989. Paris: UNESCO.

1081 [Grisay and Mahlck ()] *The Quality of Education in Developing Countries: A review of some research studies
1082 and Policy Documents*, Aletta Grisay , Lars Mahlck . 1991. Paris: UNESCO. (IIEP)

1083 [Deer (ed.) ()] *The reconstruction of Education: Quality Equality and contro*, Chrisine E Deer . Judit D. Chapman
1084 and other (ed.) 1996. London: Cassell -wellington House. (Curriculum Implementation and Change in)

1085 [Chapman, Judith D. et. al (ed.) ()] *The Reconstruction of Education: Quality, Equality and Control*, Chapman,
1086 Judith D. et. al (ed.) 1996. London: Cassell-Wellington House.

1087 [Lombe ()] *The Senior Secondary School*, Akinboye T Lombe . 1991. London: Allman&Son Ltd.

1088 [Sallis ()] *Total Quality Management in Education*, Edward Sallis . 1993. Philadelphia: Kpgan Page.

1089 [Kellaghan and Greaney ()] *Using Examinations to Improve Education: A Study in Fourteen Africa Countries*,
1090 Thomas Kellaghan , Vincent Greaney . 1991. Washington, D.C: The World Bank.

1091 [Airasian and Abrams ()] *What Role will Assessment play in school in the future/ in*, Peter W Airasian , Lisa
1092 M Abrams . 2002.