Ethiopian Journal of Education Studies
OPEN ACCESS
ISSN(online): 27892875
Web link: https://journals.hu.edu.et/hu-journals/index.php/eies/

Original Article

Exploring the implementation of higher diploma professional training program at Madda Walabu University: perceptions and practices

Abraham Tulu [1*] & Demissie Korasa [2]

[1] Addis Ababa University
[2] Madda Walabu University

ARTICLE INFO

Volume II, Issue II (2024)
https://doi.org/10.20372/vh3w9e09

CORRESPONDING EMAIL
* abritul@gmail.com

ARTICLE HISTORY
Submitted: 17 Feb, 2024
Accepted: 19 Jun, 2024
Published Online: 31 Jul, 2024

CITATION
Tulu A., and Korasa D. (2024). Exploring the implementation of higher diploma professional training program at Madda Walabu University: perceptions and practices. *Ethiopian Journal of Education Studies*. Volume II, Issue II (2024), 1-23. https://doi.org/10.20372/vh3w9e09

OPEN ACCESS
This work is licensed under the Creative Commons Attribution 4.0 International License (CC BY 4.0).

KEYWORDS:
higher diploma program;
implementation;
educator;
perception

Abstract

The concept of professional development is significant in the learning community. This study's main objective was to find out how Madda Walabu University teacher educators felt about HDP training. University teacher educators who took part in the program in the years 2022 the study's participants. The most often used data collection techniques in this qualitative case study were interviews and observations. After two training sessions were observed, six teacher educators, two HDIs (Higher Diploma Leaders), one HDT (Higher Diploma Tutor), and one HDP Coordinator were interviewed. The qualitative data was presented systematically. The study findings revealed that the program's forced nature dampened participants' enthusiasm, and a variety of disappointing and dissatisfying situations, such as the competence of instructors and leaders and the lengthened schedule, stifled their efforts to get the most out of the program. Furthermore, several activities in the program were shown to encourage deception, and there appeared to be a schism among participants regarding the importance of school placement. Despite the setbacks, participants eventually recognized the importance of the program in the majority of its components. In general, the HDP is perceived by trainee teachers as bureaucratic, decontextualized, lack active learning and engagement and viewed solely as a professional development program that provides information. As a result, researchers recommend that the training module shall be reviewed and emphasize on technology-enhanced pedagogies, teachers' ethical perspectives and commitments, as well as assess its impact on the teaching/learning process.

1 Introduction

Teaching profession, like every other field in the twenty-first century is rapidly changing. It has evolved into a field with a variety of viewpoints. These viewpoints typically stem from a concern about how new teachers can best be mentored, taught, and trained in obtaining the skills necessary to offer high-quality educational experiences for their pupils. The current wave of change has centered on how to handle the complexities, ambiguities, and uncertainties of teachers' work and learning to teach (Kane, 2002) in order to improve school teaching quality In this manner, Avalos (2002) argues that teacher education should shift away from simply training teachers to administer a curriculum and

generate specific learning outcomes, and instead focus on fostering an understanding of the larger social and cultural context in which teachers work.

Teacher education programs should strive to educate instructors who are able to analyze evidence using the reasoning processes and critical approaches approved by the discipline (Long and Reigle, 2002). As a result, if a country wants to increase the quality of its education, it should first focus on increasing teachers' teaching competence through various professional development courses. Teachers' demand for professional development should be considered by educationists and material writers who are trying to improve the quality of education at various levels.

It also appears that neither initial training nor prior teaching experiences are sufficient to ensure that teacher educators are effective in their teaching. Weimer (1990) argued by saying teachers are seasoned; they may not remember or comprehend the process of becoming a teacher. This indicates that teachers should participate in higher diploma program in order to improve their teaching skills to improve the quality of their students' learning. Furthermore, teaching is a difficult and time-consuming career. To deal with it effectively, teachers must continue to develop their profession in order to become effective professionals who fight to prevent professional atrophy and increase educational quality.

The Ministry of Education formed a task force to investigate the causes of the problem and offer strategies to solve it in order to increase educational quality and accomplish the targeted educational goals. The study's findings emphasized urgent need for TPD training programs, both short and long term (Ministry of Education, 2019).

The Higher Diploma Program (HDP) was established in October 2003 in response to the recommendations to satisfy the recognized needs of teacher educators and to assist the implementation of the TESO program as part of ongoing professional development activities (Ministry of Education, 2004). The curriculum could be viewed as an important aspect of professionalization for all current teacher educators, with the goal of improving educational quality by giving them with the necessary tools. HDP's main goals are to provide teacher educators with the knowledge and skills they need to demonstrate adequate awareness of higher education environments, teaching strategies and assessment techniques as well as changing trends and needs in order to improve academic programs, engage in various teacher development activities, active learning methods, continuous assessment, and action research. The purpose of this study was to explore perception and practice of HDP training at Madda Walabu University in 2021/22 as one of the professional development programs designed for teacher educators.

2 Research Problem

Professional development provides a great deal of personal satisfaction and allows teachers to attain greater levels of expertise if it is pursued over time with like-minded colleagues who can provide mutual support and critical companionship (Pollard, 2005). Similarly, (Villegas-Reimers, 2003) claims that professional development experiences have a substantial impact on teachers' performance, both in and out of the classroom, which is especially important given that a large proportion of teachers around the world are under-prepared for their profession.

The HDP, which is founded on the principle of reflective practice, is expected to make significant improvements in Ethiopian teacher education. It offers a practical program to promote teacher educators' growth as successful teachers and reflective practitioners with expanded professional status, capable of modeling active learning and continuous evaluation, managing change, and making a difference in the educational system

(Ministry of Education, 2018a). The research, on the other hand, raises concerns about how such professional development courses are delivered and the attitudes of people involved, which may have an impact on the achievement of the goals. For example, according to Robinson (2002), course-based professional development approaches may be too academic, lack practical application in the classroom, be dependent on the provider's preferences, and overlook instructors' expertise. Guskey (1988) also states that, while many professional development programs for university instructors aimed to improve practice, they appeared to have little influence and were not well received by the faculty members who took part. This suggests that even well-organized programs may not be well-received by participants, resulting in little impact on their subsequent performance.

According to the researcher's observations, there is disparity between what is anticipated of teacher educators as a result of HDP training and their actual practices. For instance, at Madda Walabu University, thirty-six trainees were dropped out of the training and thirty-four instructors dropped out. That means in the two consecutive years seventy instructors couldn't complete the training at Madda Walabu University Regarding this, many teacher educators complained that the contents of HDP are repetitive and unrealistic in real-world classrooms. They also noted that the HDP training is comparable to their pre-service training. Therefore, the purpose of this study was to explore the perception and practice of HDP training at Madda Walabu University in 2022.

To attain the objective, the following research questions were raised.

1. How do teacher educators perceive the HDP at Madda Walabu University?
2. How do teacher educators practice the components of HDP at Madda Walabu University?
3. What are the major factors that make instructors to dropout from attending the HDP program at Madda Walabu University?

2.1 Objectives

The purpose of this study was to explore the perceptions and practices of HDP trainees at Madda Walabu University. This helps:

1. To examine teacher educators' perceptions of the Higher Diploma Program.
2. To analyze teacher educator's the practice of the components/facets of HDP.
3. To explore the reasons why instructors dropout from HDP program?

2.2 Significance

The findings of this study will have the following significance and provide deep insight to:

higher Diploma leaders, tutors, coordinators and the university community at large to have clear understanding about HDP suggest to HDP modular developers, practitioners, officials and researchers to have a clear view on HDP implementation process to make possible improvements. help to contribute to existing literature regarding HDP implementation

2.3 Delimitation

The study was delimited to Madda Walabu University in Ethiopia, and its primary objective was to explore teacher educators' perceptions and practices of HDP training implementation.

3 Literature review

This section reviews different source on the implementation of HDP program practices and perception of the trainees

3.1 The need for HDP

The professional development of teacher educators is an aspect of Professional development that has been neglected despite many reports that show its importance in the improvement of the development of all teachers. In fact, research involving teacher educators is scarce, and little, if any, attention has been paid to their Professional development (Villegas-Reimers, 2003). The same author asserts that

In higher education institutions, teacher-educators and other educators' professional growth is similar to that of elementary and high school teachers. In addition to subject area expertise, teachers in higher education typically lack pedagogical knowledge. They also need to learn teaching strategies skill, attitudes, and ethical principles that guide teaching (Villegas-Reimers, 2003).

In a similar vein, Wayson (1984) contends that the advice is exactly the same for initiatives that would train educators to train educators. It teaches an: Those who educate teachers must demonstrate professional perspicacity in order to earn it. The transition from a more technical, "menu" approach, including single-session seminars, activities, and strategies that concentrate on general skill development, is one of the most fundamental changes in how appropriate professional development for teachers is conceptualized. Professional development is instead viewed as a complex and intellectual orientation that calls for new goals, roles and pedagogical practices.

Professional development enables teachers to develop the skills and expertise needed to assist students to function as independent thinkers and creative learners both inside the school and in society at large. Professional development is also necessary to broaden instructors' knowledge and skills, which are necessary to help students successfully acquire and grasp curricular content standards and to create effective schools.

Craft (2004) claims that in recent years, professional growth has drawn more and more attention. Teachers need to expand their abilities through professional development because of the rapid change, high requirements, and appeals for better quality.

When it comes to their subject area, various teaching philosophies, and assessment methods, TPD programs that contain HDP can assist teacher educators in adjusting to changes and innovations over time. Being inventive and enhancing the standard of instruction and student learning are also beneficial.

Teaching is a difficult job that necessitates professional judgment in situations where there are no right answers. On the one hand, there are teachers who strictly adhere to

predetermined routines based on tradition, habit, institutional standards, and expectations (Ministry of Education, 2004). As a result, professional development programs for teacher educators, such as the HDP, are critical to enhancing teacher educators' professional competence and improving educational quality.

Many countries, such as Norway, the United Kingdom, and Sri Lanka, have made decisions about the requirement of pedagogical training for university professors (Gibbs and Coffey, 2004). Many universities in Finland set out pedagogical training for their faculty members, but training is not compulsory. To develop teachers' pedagogical thinking and skills, the University of Helsinki, for instance, underlines the need for every new teacher to have the opportunity to take part in an introduction seminar on university teaching (University of Helsinki, 2003). However, the training is voluntary.

HDP began in 2003 as a consequence of study recommendations made by a task force convened by the Ministry of Education to improve educational quality and accomplish desired outcomes. The study's findings and recommendations for action noted that TPD training programs, both short and long-term, are critical. As a result, HDP was recommended as one of the programs to satisfy the identified needs of teacher educators and to assist the execution of the TESO program as part of teacher educators' ongoing professional development. As a result, the HDP's main goals are for candidates to identify their needs and become professional, reflective teachers who demonstrate high professional ethics, demonstrate adequate awareness of higher education environments, including evolving changes and needs to improve academic programs, develop teaching skills based on sound theoretical knowledge and experience, serve as a role model for effective teaching, and contribute to institutional and community decentralization (Ministry of Education, 2018b).

3.2 The Implementation of HDP

In many educational contexts and at the policy level, the importance of professional development in raising educational quality is acknowledged. In order to raise the caliber of instruction, this program also recognizes the relevance of professional standards and related accreditation for instructors (Ministry of Education, 1994; UNESCO, 2005). Successful professional development opportunities have a discernible effect on teachers' work, both inside and outside of the classroom, especially in light of the fact that a sizable portion of teachers are unprepared for their profession (Villegas-Reimers, 2003).

Rowe and Hill (1998) comes to the conclusion that the most important take away from the research on educational effectiveness is that good teachers and their professional development do make a difference, and that what students experience on a daily basis in interaction with teachers and other students in classrooms rather than what they bring with them is really what matters. Cohen and Hill (2000) study is another that demonstrates the substantial correlation between raising student accomplishment levels and bettering teachers' practices (1997). This study found that teachers who took part in ongoing curriculum-based professional development reported changes in their teaching methods, which were then linked to noticeably higher student accomplishment scores on state exams. Regardless of the scale of the change, there is a mutually beneficial relationship between educational reform and teachers' professional development. Reforms in education that exclude teachers and their professional growth have not proven effective. Initiatives for professional development that have not been integrated into a reform of institutions and policies have also been unsuccessful. A significant change is rarely brought about by changing teachers while also altering contexts, beliefs, and structures. On the other hand, professional development opportunities and experiences that are not incorporated into some form of major reform of organizations' structures,

policies, and practices have not been successful. Reforms like this are typical worldwide (Darling-Hammond, 2000).

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

The HDP candidates will work together as a group and will be supported by HDL who have already completed the HDP. The group is in charge of coming up with new ideas, keeping discussions on track, making mutual teaching observations, offering peer support and feedback, and presenting research findings. The implementation of the course relies heavily on active participatory learning.

The HDP is a one-year program that includes regular observation, feedback, placement, action research, and professional meetings with the HDL and tutors. The teacher educators must complete a number of training package projects demonstrating how their work for the diploma influenced their own instructional techniques. Reflection on their classroom practices and research projects should lead to ongoing and lasting improvements in their teaching throughout the year. The trainees carryout their teaching commitments and at the same time complete the HDP. Most of the works of teacher educators in the HDP is based on their own teaching and other professional activities.

Continuous assessment contributes to complete the portfolio of evidence which is the beginning of continuous professional development plan for teacher educators who complete the program (Ministry of Education, 2011).

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

3.3 Teacher educators' attitudes towards HDP

Teachers' attitudes are the foundation for acting positively or negatively toward people, ideas, or events in the environment. And the majority of educators believe that teachers' attitudes are critical aspects of the teaching process.

The attitude of instructors toward suggested curriculum changes is critical to the success of any innovation. Students who have teachers that have a good attitude toward education and the material perform well in school. Teachers' attitudes are a very important aspect of the teaching process, according to Keynes (1986), Cooper (1986), and Chalan (1988). Teachers' attitudes toward the subject taught are one of the most commonly studied teacher characteristics, according to Keynes (1986), Cooper (1986), and Chalan (1988).

No matter how well-developed a curriculum is and how much support is provided, no matter how much motivation is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, teaching will never improve beyond adequate unless teachers have a good enthusiasm for the subject and methods with their students (Wool, 1994). Similarly, L. Anderson (2004) remarked that regardless of what is done in terms of providing new materials or producing new curricula, educational efficacy is determined by teachers' attitudes and teaching and class management methods.

As a result, it is possible to deduce from the above ideas of scholars that having a good curriculum or a college degree in any way does not guarantee that teacher educators

will be effective in their teaching unless and until they have a positive attitude toward the subjects, new programs, and teaching methods. Negative attitudes can harm the entire teaching process, including topic selection, methodologies, activity planning, and evaluation procedures, among other things. The ability to achieve the desired learning outcomes can be demonstrated by a teacher educator with a positive attitude and the appropriate theoretical and technical knowhow.

3.4 Components of HDP

3.4.1 Conceptualizing reflection

Reflection in teaching and learning is defined as analyzing one's practice, finding lessons from it, and determining how those lessons influence future action, or engaging in a deliberate, planned, structured activity to link theory and practice, according to scholars. In a nutshell, reflection is concerned with learning, growth, and change (Ministry of Education, 2018a).

Reflective teaching is an inquiry-based approach to learning that emphasizes a caring ethic, a constructivist teaching approach, and creative problem solving. An ethic of compassion recognizes and values all people's diverse qualities and abilities, regardless of cultural, intellectual, or gender disparities. Teachers who use a constructivist approach place a strong emphasis on concepts, students' questions, active learning, and cooperative learning, as well as integrating evaluation into their lessons. A constructivist method aims to link theory and practice, and sees the student as a "Thinker, inventor, and constructor".

Reflective teaching necessitates the development of reflective activities that enable practitioners to experience and evaluate their actions by verbalizing, thinking, or writing about them. It also enables individuals to get the most out of the autonomous, ongoing, and lifelong production of meaning from their work experiences.

Reflective teaching aids in the development and preservation of professional knowledge. Teacher educators' labor is constant due to the multifaceted nature of educational topics and the practical needs of classroom teaching. This means that teacher educators must keep up with evolving educational concerns in general and the practical needs of classroom instruction in particular.

Donald Schon, a well-known expert in the field of reflective practice, has established components or levels of reflection. Knowing-in-action, reflection-in-action, and reflection on-action are the three types (Schön, 1987).

Reflection in action is reflecting on what we are doing. It is thinking on our feet. It is making decisions events in the classroom as they happen. Reflection on action is reflecting on an action already completed. It is retrospective thinking or thinking after the event. It is like thinking about one's teaching after the class. Reflection for action is reflecting for our future action. It is thinking about the future event. It is proactive thinking to guide future action.

Teacher educators can use reflective teaching to make good and principled decisions. Teachers who are confident and competent in their teaching must reflect systematically and methodically on evidence collected from their activities. The evidence-based nature of reflective teaching and learning follows.

In conclusion, reflective teaching is critical in assisting teacher educators in increasing their chances of taking informed actions (actions based on assumptions that have been

carefully and critically investigated), developing rationale for practice, sharing experience with colleagues, constructing meaning from experience, changing theoretical knowledge into practice, and developing evidence-based decisions in their career, all of which contribute to their professional development.

3.4.2 Developing active learning

"Learning activities that, instead of imparting knowledge to students, engage students in a continuous, collaborative process of constructing and reshaping understanding as a natural result of their experiences and interactions with the world in real ways," described Grabinger (1996) environments. According to Breslow (1999), active learning occurs when students are engaged in some form of directed activity in class, rather than simply sitting and listening to the instructor give a lecture or watching him/her work on a problem on the board. Active learning teachers, he continued, feel that the greatest way to gain information is to instruct pupils, not just with them, but also with one another and with the topic being taught. Students must participate in higher order weighing tasks such as analysis, synthesis, and assessment to be actively involved; they must be mentally and motivationally engaged in a task; and they must have a clear responsibility and an effective role (Bonwell and Eison, 1991). In this context, active learning strategies can be defined as instructional activities that involve students in doing things and thinking about what they are doing (Bonwell and Eison, 1991), and can include a variety of activities, such as having students discuss a problem or a concept with one another during class to having them work on semester-long design projects in groups (Breslow, 1999); cooperative learning, debates, drama, role playing and simulation, and peer tutoring (Bonwell and Eison, 1991).

The necessity for active learning in the classroom stems from constructivism, a theory of knowing (ICDR, 1999). A constructivist epistemology assumes that knowledge is created or made meaningful by the learner's engagement with the environment around him or her (Leu, 1998 cited in ICDR, 1999). Because the universe is not perceived as being made up of permanent facts, it promotes analysis and interpretation rather than memorization. Instead, all knowledge is viewed as being fairly unstable, depending on the observer's or learner's interpretation (ICDR, 1999; Knowles, 1998). As a result, it is assumed that learning is an active process of constructing rather than receiving knowledge, and that education is a process of assisting rather than communicating that construction (Duffy and Cunningham, 1996).

Active learning that develops from such an epistemology, according to research, plays a crucial part in the teaching/learning process (Smylie et al., 1999; Breslow, 1999; Bonwell and Eison, 1991; Orlich et al., 2001). Because the learner is at the center of thought, Smylie et al. (1999) discovered that an active learning attitude toward one's teaching aids in recognizing and solving the challenges teachers confront. He concluded that without such a perspective, teaching becomes essentially a technical undertaking, focused on instructor behaviors rather than student experiences and outcomes. Spring et al. study cited in Breslow (1999) of the effect of active learning on achievement, persistence, and attitudes among undergraduates at the University of Wisconsin found that students who learned through active learning methods had higher achievement, stayed in class longer, and had a more positive attitude toward their courses than students who were taught using traditional methods. Furthermore, a research reported in Grabinger (1996) by Stoiber (1991) revealed that active learning practices in teacher education programs are more effective than traditional instruction in generating reflective instructors.

Other studies have demonstrated that active learning strategies are superior in encouraging the development of students' thinking and writing skills (Bonwell and Eison, 1991),

and that they address a variety of learning styles because active learning necessitates the employment of a variety of learning strategies (Orlich et al., 2001).

In Ethiopia, Amenu (2005) discovered that the magnitude of practicing active learning in Ethiopian HEIs is low, despite teacher educators observing that they have established good attitudes toward active learning instructional approaches.

Generally, the assumptions and importance of active learning is summarized (ICDR, 1999) as follows:

Teaching is effective only when students are learning Learning is effective only when it is meaningful to students. Learning becomes meaningful when students can use it, connect it to their lives or actively participate in it. Active learning encourages students to use higher order thinking skills and move away from the extensive use of lower order thinking skills. It encourages students to communicate effectively about what they are doing and what they are learning. It prepares students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities.

3.4.3 Continuous assessment

One of the components of HDP is continuous assessment. The program calls for continuous assessment.

Continuous assessment is defined as "an assessment approach that should depict the full range of sources and methods teachers use to gather, interpret, and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction, and establish a viable classroom culture," according to Airasian (1999) cited in Alausa (2000). According to Puhl (1997), this type of assessment aims to bring about a paradigm shift in educational evaluation in numerous ways. He identified the movement of assessment from a judging to a developmental role as the primary aspect of this transition. Continuous assessment, in this sense, entails the use of a range of assessment tools to examine many aspects of learning, including not just the thinking process but also behaviors and personality traits, throughout a period of time (Alausa, 2000).

Continuous assessment, from an instructional standpoint, recognizes that changing the instructional process requires changing the assessment process (Puhl, 1997). According to Puhl (1997), the concept of continuous assessment has a lot of potential for instructors because it promotes higher-order, creative, and critical thinking, as well as encompasses not only cognitive but also affective and behavioral results. He goes on to say that continuous evaluation gives students greater control over their own learning and transforms the work that teachers undertake, reducing instructional drudgery and increasing professional happiness. In a similar vein, Livingstone (2001) claims that with the deployment of continuous assessment, the teacher is able to monitor, identify, and take note of learning as it occurs as well as behavior as it expresses itself. Above all, Puhl (1997) claims that a continuous assessment strategy can help to address the issue of mismatches between tests and classroom activities, and that when assessment is integrated into the instructional process, test takers' bewilderment and irritation are decreased.

3.4.4 Action research

The other component of HDP is action research, which is critical for improving teacher educators' practices.

Action research is becoming more well-known as a method for empowering practitioners to take charge of their own lives and environments. It is a term that refers to a practical manner of examining one's own work to ensure that it is as desired. Practitioner-based research is a term used to describe action research that is carried out by practitioners. It is sometimes referred to as a form of reflective practices because it involves thinking about and reflecting on practice (Eastern Mennonite University, 2007).

Action research, according to Robson (2002), is a method of bringing about change in the teaching-learning process by incorporating learners in the investigative process. It can also be defined as a research, reflection, and problem-solving process aimed at improving teaching-learning. Purposefulness, introspection, adaptability, practitioner empowerment, and commitment to teaching-learning are all characteristics of action research. Participatory research, collaborative inquiry, action learning, contextual research, school-based research, self-reflective inquiry, teacher research, and practitioner inquiry are all terms used to describe action research.

As a result, it is clear that the primary motivation for engaging teacher educators in action research is to help them improve their practices. Conducting action research specifically helps teacher educators in:

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

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

3.4.5 Placement in educational institutions

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

Teachers in higher education must collaborate with schools or organizations to integrate the mostly theoretical instruction that universities provide with practical application in the workplace. Teachers benefit from this type of involvement because it allows them to fill in gaps in their understanding of the workplace as it relates to their subject areas and to discover community issues. Students can also learn practical skills and acceptable professional values in their subject of study through school or organizational placement (Ministry of Education, 2018a). As a result, school placement is critical for teacher educators to share their knowledge.

From the above reviews HDP is essential in order to improve the quality of education in the country and making efforts to cope with the current technological advancements. This could help to fill in the gap and develop the professional competency of teacher educators.

4 Research methods

4.1 Research design

This study aimed the perceptions and practices of university instructors about the Higher Diploma Program (HDP) at Madda Walabu University. To achieve this, a qualitative case study design was employed as it is believed to enable the researcher to collect and interpret meaningful human actions and interpretations that people give of themselves or others (Creswell, 2018). Besides, qualitative case study helps to analyze cases in their temporal and local particularity, and starting from people's expressions and activities in their local contexts (Flick, 2002) by which this study was dressed.

The study was based on a specific situation, namely, a program (Higher Diploma Program for Teacher Educators). The goal of the program, according to the HDP Handbook, is to improve the quality of education in Ethiopia by developing the abilities and professionalism of teacher educators through a licensing program. It was created to offer teacher educators a practical program to support their development as effective teachers and reflective practitioners with enhanced professional status, capable of modeling active learning and continuous assessment, managing change, and making a difference in the educational system.

According to the Handbook, the program is a new mandatory qualification for all teacher educators, and it consists of four 4-hour timetabled sessions per week stretched out over a year, for a total of 128 hours of learning to finish the four modules. Completing a list of activities is required to complete the program successfully:

Ten reflective activities showing development of reflective thinking and its effect on practice Two course plans, one per semester Two session plans (excluding Projects and the School Placement) showing development of active learning and assessment techniques Records of 4 formal session observations of the candidate by the HDL or HDT Managing Learning Project School/ Organization Placement Report Action Research Project Continuing Professional Development Plans All End of Module Self Assessments and the Final Self-Assessment

Thus, Higher Diploma being the general case, the specific issues that are addressed within this case are:

Perceptions of the program and its constituents that include active learning, continuous assessment, reflection, action research and school/Organization placement. The practice of these components during their training in the classrooms Reasons why some candidates stopped attending the program

4.2 Sources of data and subjects

The data for this study include both primary and secondary sources. With regard to the secondary sources, documents such as the individuals' portfolios and attendance were consulted. Interview and Observation were used as methods of primary data collection. The participants of this study were teacher educators who attended HDP training in 2022, HDP leaders. HDP tutors and HDP Coordinator. Individuals Portfolios for practicing HDP and attendance were used to make the data more reliable and to fill the gap.

4.3 Data collection Tools

In-depth interview and observation were used to collect relevant data.

4.3.1 Interviews

An interview schedule was prepared. In-depth interview was conducted with ten participants selected purposively based on their experience and attendance in the program. Six teacher educator (trainees) two HDL, one HDT and one HDP Coordinator participated in the interview. Before starting the interview, the respondents were informed about the purpose of the study. Moreover, for the purpose of ethical consideration, they were informed and given consent that no harm would come to them because of their participation in the study. On top of this, they were informed that they would remain antonyms in the presentation and discussion of the results of the study.

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

4.3.2 Observation

The focus of the observation was on HDP candidates' practices of the training using checklist. During the training the two-module training were observed two times. During observations, notes were taken on important incidents of each observed session. The notes were rewritten after each observation descriptively to substantiate the interview analysis. The descriptions were discussed with each observed participant and after their confirmation

4.4 Ethical Considerations

Consent from the respondents was secured through a clearance letter from Institute of Review Board of Madda Walabu University and open discussion with them before starting the study. All of them have shown their agreement and thus, participated willingly. Their anonymity as well as their responses was kept confidential and responses were used for research purposes.

4.5 Method data analysis

Data analysis in qualitative research is the process of making sense of, sifting, cataloging and selecting themes (Holliday, 2002; Yin, 1989). This process was undertaken at a number of different levels. The first step was to create individual case studies for each participant, which presented a detailed portrait of them. The key objective at this level was to provide meaning to the raw data gathered through interviews, observation, and other methods. The data was then organized into patterns/themes in the second stage. Some patterns were anticipated in advance based on research objectives; however, it was possible that a new pattern would emerge during analysis. Patterns can be known in advance, extracted from research questions, and used as a template for analysis, as Stake (1995) pointed out. As a result, the corpus data was categorized by patterns: HDP perceptions, HDP practices, and reasons for withdrawal.

A comprehensive analysis was used in the third stage to generate themes under each pattern and across the data. This required a thorough comparison study and interpretation, which included sorting and sifting confirming and disconfirming material. A method of triangulation is a deliberate search for confirming and disconfirming evidence from the corpus data (Stake, 1995). At this level, every attempt was made to connect the various

components in a cluster and demonstrate how one piece of data became an example of a larger subject.

5 Results and Discussion

In this section the results of the data analysis are presented. For case analysis, G. Anderson (1998) proposed a broad qualitative research approach that organizes the data into descriptive themes. Data was analyzed descriptively using transcribed interviews, classroom observations, and document analysis. The information was grouped and matched based on the themes and patterns that emerged during the research.

The analysis and interpretation of data is presented under four main headings: perceptions of the program; practice of the facets; reasons for withdrawal. These headings came out from the basic questions that were sought to be answered. Each major heading consists of a number of themes which describe the case that was studied.

5.1 Perceptions of the program

In this part are presented participants' perceptions of HDP. Specifically, it describes existing perceptions of the educators on HDP programs implementation

5.1.1 Zest reduced by must

The fact that HDP was imposed as a government mandate has been a source of contention. The majority of participants enrolled in the program since it is a system-wide and mandatory requirement. This has had a negative impact on their learning and participation. They cooperate only to stay on track, which they regard as a "must." Such conception of the program has affected their zest and enthusiasm during the sessions. R1 noted this:

I was forced to attend HDP against my will, and I was uninterested in several of the sessions. I began to actively contribute after I recognized some importance in the contents.

Almost every interviewee, including R1, claims that their interest in the course grew as the semester progressed. However, they initially saw HDP as something that was forced upon them, and their enthusiasm for the sessions was low. Participants have a strong tendency to lose interest in a course or training if they do not feel responsible. Adult learners' intellectual aspirations are least likely to be awakened by severe, uncompromising requirements of authoritative, conventionalized learning programs, according to Knowles (1998). Smylie et al. (1999) further noted that professional development activities have been viewed as grossly inadequate and have been labeled as a waste of time, a joke, and a slum of education. This is because, they explained, they have been imposed rather than owned and treated as a special add on event rather than a part of a natural process. R2 view also reflected:

Our willingness to participate in HDP was not based on our interest. We were not consulted. It's the university's choice. They simply design and offer whatever they want. So what's the big deal about HDP?

You can see how the participant feels about the program. In this way, HDP is seen as something that is imposed upon them. Few could anticipate participants' passion and

enjoyment to be great if the do not identify with the program, that is, if they do not have a sense of ownership for it. This might be due to a lack of awareness, in which participants were not sufficiently oriented to the importance of HDP and pushed it away. The professional perspective on education emphasizes the uncertainty of teaching and calls for high levels of enthusiasm and zeal from teachers. The top-down imposition of change, on the other hand, is incompatible with professionalism and has dampened the enthusiasm of teacher educators.

5.1.2 Effort undermined by disappointment

The time allocated for HDP is the source of dissatisfaction. For a year, HDP is scheduled for two two-hour sessions per week (128 hours). The participants were unyielding that it was an excessive amount of time. They argue that it should have taken two or three months to plan. R3, for instance, argued:

... the program should not have been offered for such a long time. It is possible to condense the major points such that they can be covered in two or three months while remaining interesting.

As they attended more and more sessions, daydreaming and boredom were big issues for the participants. This was owing to the program's lengthy duration and the content's repetitious nature. R4 commented:

...the program was disjointed and disorganized. On the one hand, no orientation was provided prior to the commencement of the program, which would have increased our awareness. On the other side, we were getting tired of the sessions, especially as the year progressed, because we had been doing the same things all year. As a result, I believe the time should be reduced.

The participants couldn't help attending longer sessions with repetitive contents. The majority of interviewees agreed that HDP should have been available for shorter periods of time. They had found it tough to attend it enthusiastically due to their one-year timetable. Furthermore, mundane and typical activities did not pique their interest. Such incidents have harmed their efforts to get the most out of the program in one way or another.

Secondly, participants were disappointed by the partiality of leaders and tutors. Discussions during learning were highly dominated by a few participants. R5 reported:

... the tutors and leaders usually ask and give chances to those who came from the College of Education. They have pedagogical backgrounds and because of that they took the lion's share in the discussions. And because of the domination, we usually surrender to them and our participation was minimal

This feeling of being dominated was difficult for them to overcome, and together with boredom, worsened their participation. As R6 pointed out.

Because tutors lack confidence, they ask instructors of pedagogy for every issue raised. This has created partiality. Therefore, I believe that tutors should be trained well and should preferably come from Education Department.

The interviewees' lack of confidence and frequent references to a few participants "who had background information" are linked to their incompetence, as previously stated. Participants mistrusted the tutors because of their combination of flaws. Tutors may have viewed those participants as resource persons, but giving them more opportunities has

instilled in others a sense of inferiority, which has had a negative impact on the program's conduct.

5.1.3 Activities encouraging dishonesty

The nature of the exercises and the tutors' insistence on doing whatever they were taught caused participants to be dishonest. The parts on lesson planning, reflection, and module assessment at the end of each segment are repetitious and often unnecessary, thus participants were obliged to respond even if they didn't want to. R4 described:

... reflective activities reflective activities produce liars. We were forced to write when we had nothing to reflect in those wide boxes. Because it is a must, we were trying something which was not related with our practice and thought.

According to the program, it must be adaptable to the circumstances in which it is delivered (Ministry of Education, 2018a). The teachers and leaders, on the other hand, were so rigid that the participants' responses were dishonest. This means that educators and leaders demanded quantity above quality and content were redundant and didn't allow trainees for discussion and reflection. The majority of the times, individuals were writing because they felt obliged to do so. R5 attested to the inflexibility as:

In reflective activities and module assessment parts, there are wide boxes. We were forced to fill all in the boxes. If we write what we feel but the box is not full, we are considered as if we did nothing. Therefore, we were writing what we didn't feel, merely to fulfill our duties.

Rather than engaging in actual learning, the participants were adjusting to the tutors' and activities' characteristics. The inflexibility of the program in general, as well as the rigidity of the tutors and leaders, contributed to this. Furthermore, there appeared to be a lack of follow-up and ongoing learning monitoring on the part of leaders and tutors, which contributed to dishonesty. A typical example of this is the report of school placement R7, for instance, commented:

... We were attached to schools in order to gain school experience. I didn't understand the point because I'd been there for a long time. So I only went for two days, and my report on the school experience was written at home rather than on the spot.

HDP includes a school placement so that teacher educators can gain experience in the school for which they are preparing teachers. Despite this, the lack of well-organized placement and follow-up made attaining the objectives difficult and instead fostered dishonesty.

All of this suggests that the learning experiences chosen, the leadership's advice, and the program's rigidity fostered dishonesty because it was the only way out for the participants.

5.1.4 Disparity in valuing school placement

There is a variation in participants' perceptions of the importance of school placement or placement in other organization, owing to differences in prior experience. While many who had taught in secondary schools for many years dismiss the importance of school placement, those who had never had the experience attest to its importance. They claim that they were aware of how schools operate and how they should be placed, but that

the placement did not take this into account. R7, who taught in secondary schools for six years, commented:

... I have sufficient school practice experience and exposure. Observing school practices for a month is thus a waste of time. For me, I got nothing out of my school placement.

R5 also noted:

... I was familiar with the schools and was perplexed as to why I had been assigned to them. I only stayed for two days and wrote the report from the comfort of my own home. I didn't think it added anything to my ability to handle lessons better.

These two extracts imply that participants believe school placement will be of little help to them merely because they are familiar with school practices from previous years. Nonetheless, the goal of school placement is to allow school teachers and teacher educators to exchange their experiences and build school-university cooperation that would allow both sides to continue their professional growth. The idea that educational practice are dynamic and that school teachers profit from the placement is undervalued. Such cases were not appropriately oriented, indicating a lack of school placement organization.

The latter group, however, attested to the value of school placement. They contend that they gained a lot from their experience in the school. As R8 noted:

...the school placement allowed me to pay close attention to the surroundings. Prospective graduates who may join the school in the future benefit from knowledge of the school environment, which helps to prepare them for the problems they will face. It also enabled me to learn from the school's senior staff of the school.

R9 also pointed out:

Despite some issues with the manner in which it was handled, it made me think about how schools work. I wondered if that was the case in the high school where I had attended. I was startled to learn that high schools are overlooked, and I witnessed a complete breakdown in their operations.

I understand from these participants' responses that they valued the school placement's aims in that it allows them to share their experiences with schoolteachers. Nonetheless, the methods used to attain the goals were ineffective due to a lack of coordination and follow-up.

As a result, the gap can be interpreted as people having significantly divergent perspectives on school placement. The level to which they value it is determined by their previous experiences. Participants who had previously taught in schools regarded it with suspicion, while those who had never taught before acknowledged to its usefulness.

5.1.5 Dramatic eventuality: perceiving the relevance

Despite the program's flaws, participants' perceptions of education and knowledge appear to have been significantly influenced in a good way. The importance of the various aspects of HDP, particularly active learning, continuous assessment, and action research, is eventually recognized by participants. Not only did they show appreciation, but the importance of the various aspects of HDP, particularly active learning, continuous assessment, and action research, is eventually recognized by participants. They believe that they

have learned alternative teaching and assessment approaches. What they overlooked was the manner in which the program was delivered. For instance, R3, said:

...I think it has changed the way I had been thinking about teaching a lot. The fundamental realization for me was that teaching should only be considered in relation to learning. When you are teaching, unless you are constantly monitoring that learning, and trying to address what you understand from that in practice of your teaching, then it really becomes sort of teaching that you really don't care.

As far as I can tell, the participant believes that the best way to learn about pupils is to start with what they think. This suggests that participants begin to think of instruction as facilitating learning rather than as knowledge transfer. I considered it a really dramatic effect of the curriculum because they themselves indicated a change in ideas of the teaching/learning process. The learning process was fraught with problems, but it eventually had an impact on the minds of the participants. Another participant, R10, noted:

HDP enabled me the opportunity to learn about various active learning strategies and to refresh my mind so that I could put my theoretical knowledge into practice in the classroom whenever possible.

You may appreciate the participant's skepticism about putting the skills he learned into practice, even though he recognizes that his knowledge of the approaches has grown. To put it another way, participants' knowledge grew and their perspectives shifted, but the door to practice did not appear to be opened. R9 expressed his hesitation regarding the practice:

... It's actually an attempt to deconstruct the typical teaching method that we've grown accustomed to. It encourages instructors to participate in a variety of activity-based preparations for students' learning and assessment of their work. As a result of the numerous restraints, instructors are obliged to work under extreme duress.

As a result, I believe that the participants recognized the importance of HDP, despite being disappointed by the process's flaws, and remain committed to the practice. In the next piece, we'll look at why they're so adamant about practicing the facets despite their understanding of their importance. But, at this point, all I can say is that the end result is spectacular and astounding, because a program that was highly bureaucratized and plagued by problems has at least influenced participants' preconceived notions.

5.2 The practice of candidates to the components of HDP

In this part, I presented participants' practices of the facets of HDP that include active learning, continuous assessment, reflections and action research. The description of this unit of the case is based on my personal observation of the practice, participants' self-reports of their own practice.

5.2.1 Action research: The most welcomed the least effectual

Understanding Higher education, managing teaching learning was well addressed during HDP training; however, organizational placement and Action research is the most praised aspect of HDP in terms of its importance to the participants. It has aided participants in seeing research in a new light. Most participants admitted that they had previously viewed research as requiring advanced abilities and as a task reserved for a select few.

However, the incorporation of action research in HDP has transformed them into a type of study that can be undertaken by any teacher in the field.

Participants appreciated action research the best because it simplified a topic (research) that they had previously considered complex and challenging. During the interview, the majority of the participants were enthusiastic about action research. As R3 noted:

... action research piqued my curiosity more than anything else. I used to think of myself as someone who couldn't perform research since I thought it was only for individuals with advanced degrees and knowledge. But now I see that it is something that any teacher educator may undertake.

This novice participant had been considering a type of research that would necessitate a high level of competence and a vast scale. The majority of the other participants were drawn to this aspect of the program because it provided them with an alternate method of conducting research that improved their skills and self-esteem. They were made aware that everyday classroom life can be researched, which alleviated the challenge of coming up with study topics. R9, for instance, noted:

... I believe that action research is the most effective. It taught us how to conduct research. You should be conducting research as a university instructor. It is one of our responsibilities. Now, simply in our neighborhood, there are a plethora of issues to investigate. I'm hoping to do so in the future.

Although action research is the most popular and well-received aspect of the curriculum, I believe it is the least effective. Action research is centered on improving practice rather than performing research to meet obligations or demonstrate expertise. Participants were enthusiastic about action research since it allows them to do study and publish articles. However, when asked how often he conducted action research and how effective it was in helping him improve his practice, one participant responded:

Of course, I didn't undertake research after HDP [He had to perform one as part of his HDP requirements]. Action research could do less in my profession because the problems are more or less clear, but the remedy should come from the government. R4.

As a result, action research's problem-solving approaches receive less emphasis, whereas research for publication and reputation receives adequate attention. Unlike traditional forms of study, which focus on other people, action research focuses on the researchers themselves. Action research is a self-inquiry into oneself (McNiff and Whitehead, 2002). Participants, on the other hand, appreciated action research because it provided them with insights into conducting research so that they could be labeled as researchers, not because it may help them better their profession. Except for the ones done as a requirement for HDP, the majorities of the articles published by the University's research seminars are big size and not aimed at enhancing practice.

Based on these observations and reactions, I contend that action research is the least effective because participants' understanding and practice of research do not align with the goal of action research. That is, it is not a good idea to conduct research into one's practice in order to improve it. Instead, action research is admired for bringing study subjects and concepts to life.

5.3 Reasons for withdrawal

In the year 2022 a total of twenty candidates were dropped out of HDP. Another topic covered in this study was why these educators stopped attending HDP. The following are

the reflections of some of the participants that are considered to be typical cases.

HDP was introduced as obligatory and compulsory. The management of the University insisted candidates to attend the course while refusing to listens any claims from the candidates. This rigidity finally resulted in wastage of time and resource as some of the candidates quitted it some way in the course. R9 witnessed the rigidity:

... In the university, I am a novice teacher. I need to put in a lot of preparation if I want to keep my job as a teacher as an excellent instructor in the institutions. I had to attend HDP, which required extra time and also, I was loaded in teaching. Because of this was forced to quite HDP training.

5.4 Reflection analysis

The aforementioned informants have each separately examined many case units. Teachers believed that high student loads and the requirement to write rather than ponder and share experiences among themselves were the main reasons behind training dropout. In this section, an attempt was made to connect the meanings of the units in order to arrive at a common understanding of the case.

The overall backdrop of attending HDP and putting it into action was not conducive, according to the study of the case across the units. The perceptions of people who finished the program and those who dropped out are similar. Majority of participants on both sides expressed their dissatisfaction with the program's execution. They paid close attention to the program's inflexibility. The learning environment was not pleasant or courteous; it was top down obligatory which lack snack/tea session during break. One of the most difficult challenges for those planning adult learning opportunities/lack andragogic approaches during trainings, as Murphy (2020) pointed out, is to create a good and courteous environment in which that learning can take place. In this instance, it seemed like the university was failing. Participants lose passion, become dissatisfied, stop attending, and leave the university as a result of the process' inability to elicit their motivation. In professional development activities, motivation to learn could be generated in secure, dependable, and encouraging environments characterized by meaningful relationships with compassionate individuals and instructional aides tailored to each person's unique potential (McCombs and Whisler, 1997).

Participants learned a lot about active learning, continuous evaluation, and action research, and their previous beliefs and conceptions were challenged, according to the perceptions study. This was also validated by a review of their procedures. Despite the fact that they are not really practicing the facets, their excuses for not doing so suggest that they value them. In other words, the lack of practice is related to the setting of practice, not to a disrespect for the elements of HDP. Change in practice is a result of an optimum balance of excellent professional development, explicit teaching materials, opportunity to tinker with ideas, and a supportive environment, according to Wallace and Louden (2003).

As a result, it is fair to conclude that the majority of the participants were positive in that they had been struggling to benefit from the program, as seen by their admiration for the features and their attempts to implement them where they believed it was practicable. Developers (leaders, teachers, and managers) and the developing environment, on the other side, were not as good and have eclipsed the conclusion.

6 Conclusions and implications

The following conclusions were made based on the results presented and the analysis made.

6.1 HDP Becomes More Administrative

The study comes to the conclusion that teacher educators' professional development was largely, if not entirely, controlled by the process by which they were licensed through HDP and exposed to the realm of bureaucracy. Individuals are usually self-directed and do not want to deal with bureaucratic red tape or government organizations telling them how to operate, but professionalism and personal conscience require that they stay current in their fields of practice in order to provide the best service possible (Lowenthal, 1981).

HDP is a heavily bureaucratized professional development program. It is a system-wide, mandatory program for teacher educator that reflects professional development bureaucracy. However, for professional development activities to be effective, participants should have some control over what they learn, when they learn it, and how they learn it (McCulloch et al., 2000). This is because, as adult learners, teacher educators learn best when they have the most control over the nature, speed, and approach to their learning (**knowles1989** cited In Bell and Gilbert, 1996). When mandated professional development events, such as HDP, are implemented without regard for practitioners' interests, attendance may be skewed. Participants appeared to be disengaged, if not entirely, from the process because they perceived HDP as something done to them rather than with them and for them, and some boycotted the program. HDP's emphasis on a centralized, dominated, and "generator" model of professional development (Morales and McGinn, 1982) may strengthen control, but it also suffocates initiative and innovation. Due to the required and bureaucratic structure of HDP, it was difficult to elicit active involvement and maintain attendance honesty. As a result, while creating and implementing such professional development programs, a balance between institutional and individual needs must be struck.

6.2 Decontextualizing HDP and practice

Teachers' teaching and professional development contexts are frequently diverse, and they have a variety of effects on teachers, their work, and their professional growth (Villegas-Reimers, 2003). A variety of institutional contextual elements influence both teaching and learning to teach. This indicates that a proper balance should be struck between the accuracy of professional development programs and the need for adaptation.

HDP, on the other hand, is a standardized professional development program for Ethiopian higher education institutions (HEIs). According to Morales and McGinn (1982), the assumption behind standardized programs is that either all instructors are the same or that the range of characteristics between institutions is consistent and doesn't alter the impact of programs. However, they argue that the setting for the teaching/learning process should vary by institution, and that little attention is paid to the great range of experiences, abilities, and interests among faculty members.

Furthermore, a reflective model of professional growth, on which HDP is epistemologically built, is fascinated or intrigued by features of the practice setting and frames those aspects in terms of the setting's particulars (Villegas-Reimers, 2003). However, because HDP is decontextualized, participants are dissatisfied with the lack of immediacy of application. Furthermore, this paradigm assumes that teaching necessitates complicated

thinking and decision-making in a variety of scenarios. When a professional development program is prescriptive and ignores the context of practice, development and change are primarily cosmetic, as HDP demonstrates. That is, it was removed from its practical setting, and the program became purely theoretical.

6.3 Should it be informative or transformative?

The informational aspect of HDP is another theme that is related to the aforementioned theme. The value of professionally training teacher educators cannot be overstated. However, experience has shown that the majority of programs just deliver surface experiences (Cranton, 1994). HDP produces a similar result. The program provides prescriptive information to teacher educators on specific strategies without taking into account the context in which they educate. It fails to initiate and sustain transformational learning. Teaching as a profession hasn't changed much in the last few decades. Although participants gradually recognize the value of HDP features such as active learning, continuous assessment, and action research, the purpose of the program is still purely to inform them.

Teachers are both themselves and the situations in which they find themselves. Helping them transform their practice necessitates not only assisting them in questioning their beliefs and assumptions or prescribing strategies, but also assisting them in changing their environment. Because HDP is a separate experience from the context, prescribing it to transform their profession didn't work. They are experiencing a huge increase in student enrollment during the period they are being pressed to implement HDP. Professional development activities, on the other hand, should be those that encourage people to try new things. However, expecting a change in practice as a result of HDP in the current scenario is overly optimistic. As a result, the program should take a critical posture toward the teachers' perceptions and roles, as well as the surroundings.

6.4 Implementations

On the basis of the findings and conclusions made, the following recommendations were forwarded.

In order to increase program attention, the HDP certification shall be valued for promotion, and competition for various positions in the university.

Assessment of HDP is by its nature qualitative and suit to adult learning. So HDLs are expected to check candidates' understanding on contents regularly during sessions and feedback on reflective activities should be provided every week to help trainees improve their teaching strategies, and also give discussion on time.

The HDP handbook should be revised and designed to andragogy level for adult trainees

The university should use various incentive and benefit mechanism to encourage and motivate the candidates in order to draw more staff members to the program.

The curriculum handbook has to be reviewed by MOE and university personnel together. Consequently, in order to fully comprehend the beneficial effects of this training program on high-quality education in general and students' academic success in particular, future researchers and scholars might carry out additional research on HDP training and its relationship to students' academic performance. Teachers acquire the skills necessary to support students' optimal learning. The strategies used by their local education system to enhance instruction and student learning may not be widely known.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for profit sectors.

Data Availability

Data can be made available on the behavior of the request

Declaration of interests' statement

The author declare no competing interests.

References

Airasian, P. W. (1999). *Classroom assessment*. McGraw-Hill.
Alausa, Y. A. (2000). Continuous assessment in schools.
Amenu, A. (2005). Active learning in ethiopian higher education institutions.
Anderson, G. (1998). Fundamentals of educational research.
Anderson, L. (2004). *Educational efficacy and teacher attitudes*.
Avalos, B. (2002). Teacher education: Reflections, debates, challenges and innovations. *Prospects*, *32*(3).
Bell, B., & Gilbert, J. (1996). *Teacher development: A model from science education*. The Falmer Press.
Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. George Washington University.
Breslow, L. (1999). New research points to the importance of using active learning in the classroom.
Chalan, J. (1988). *Teacher attitudes*.
Cohen, D. K., & Hill, H. C. (2000). Instructional policy and classroom performance: The mathematics reform in california. *Teachers College Record*, *102*(2).
Cooper, J. (1986). *Teacher attitudes*.
Craft, A. (2004). *Continuing professional development: A practical guide for teachers and school* (2nd ed.). Routledge Flamer.
Cranton, P. (1994). *Self-directed and transformative instructional development* (Vol. 65).
Creswell, J. W. (2018). *Research methods: Quantitative, qualitative, and mixed method*.
Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, *8*(1).
Duffy, T. M., & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. *Handbook of Research for Educational Communications and Technology*.
Eastern Mennonite University. (2007). Action research model.
Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). SAGE Publications.
Gibbs, G., & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active Learning in Higher Education*, *5*.
Grabinger, R. S. (1996). Rich environments for active learning. *Handbook of Research for Educational Communications and Technology*.
Guskey, T. (1988). Improving student learning in college classrooms.

Holliday, A. (2002). *Doing and writing qualitative research*. SAGE Publications.
ICDR. (1999). *Teacher education handbook* (tech. rep.). ICDR-MOE. Addis Ababa.
Kane, R. (2002). How we teach the teachers: New ways to theorize practice and practice theory. *Prospects*, *32*(3).
Keynes, J. (1986). *Teacher attitudes*.
Knowles, M. S. (1998). *The adult learner: The definitive classic in adult education and human resource development*. Gulf Publishing.
Leu, E. (1998). Quality of education: A review of the literature.
Livingstone, D. W. (2001). Adults' informal learning.
Long, K., & Reigle, R. (2002). Charting the course: Teacher education programs.
Lowenthal, W. (1981). Continuing education for professionals: Voluntary or mandatory? *The Journal of Higher Education*, *52*(5).
McCombs, B. L., & Whisler, J. S. (1997). *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*. Jossey-Bass.
McCulloch, G., et al. (2000). *Professional development*.
McNiff, J., & Whitehead, J. (2002). Action research: Principles and practice.
Ministry of Education. (1994). *Education and training policy* (tech. rep.). MoE. Addis Ababa.
Ministry of Education. (2004). *Handbook of higher diploma program for teacher educators* (tech. rep.). MoE. Addis Ababa.
Ministry of Education. (2011). *Handbook of higher diploma program for teacher educators* (tech. rep.). MoE. Addis Ababa.
Ministry of Education. (2018a). *Handbook of higher diploma program for teacher educators* (tech. rep.). MoE. Addis Ababa.
Ministry of Education. (2018b). *Handbook of higher diploma program for teacher educators* (tech. rep.). MoE. Addis Ababa.
Ministry of Education. (2019). *Education sector development programme* (tech. rep.). MoE. Addis Ababa.
Morales, A., & McGinn, N. (1982). Standardized professional development programs.
Murphy, P. (2020). *Adult learning environments*.
Orlich, D. C., et al. (2001). Teaching strategies: A guide to better instruction.
Pollard, A. (2005). *Reflective teaching* (3rd ed.). Continuum.
Puhl, C. A. (1997). Continuous assessment: A paradigm shift in educational evaluation.
Robinson, M. (2002). Teacher reforms in south africa: Challenges, strategies and debates. *Prospects*, *32*(3).
Robson, C. (2002). Real world research: A resource for social scientists and practitioner-researchers.
Rowe, K. J., & Hill, P. W. (1998). Modeling educational effectiveness in classrooms: The use of multilevel structural equations to model students' progress. *Educational Research and Evaluation*.
Schön, D. A. (1987). *Educating the reflective practitioner*. Jossey-Bass.
Smylie, M. A., et al. (1999). Teacher learning in the workplace.
Stake, R. E. (1995). *The art of case study research*. SAGE Publications.
Stoiber, K. C. (1991). The effect of active learning on reflective teaching.
UNESCO. (2005). *Ethiopia country report: In the framework of the unesco teacher training initiative in sub-saharan africa* (tech. rep.). UNESCO.
University of Helsinki. (2003). *Strategic plan for the years 2004-2006* (tech. rep.). Helsinki University Printing House. Helsinki.
Villegas-Reimers, E. (2003). *Teacher professional development: An international review of literature*. UNESCO/IIEP.
Wallace, J., & Louden, W. (2003). What we don't understand about teaching for understanding: Questions from science education. *Journal of Curriculum Studies*, *35*(5).
Wayson, W. (1984). Developing the teachers of teachers: Theory into practice. *13*(3).
Weimer, R. (1990). *Improving college teaching*. Jossey-Bass Publishers.
Wool, R. (1994). *Enthusiasm for teaching*.
Yin, R. K. (1989). *Case study research: Design and methods*. Sage.