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**Enhancing Quality in Higher Education Institutions through Staff Development
Programs: Staff perceptions and attitudes on the
Current initiatives at Haramaya University**

by
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Abstract

The purpose of this study was to assess the views of staff members and staff training initiators on how current staff training practices promotes quality in teaching and learning in Haramaya University. In an attempt to achieve this objective, evidences were collected from academic staff members, center coordinators and ADRC members. Instruments were questionnaires, interviews, as well as the day- to -day observation of colleagues and personal experiences. The findings of the study ascertained that staff was found to have positive perception and have favorable attitude towards staff training practices offered by ADRC in the University College. However, coordinators and staff members felt that more effort has to be exerted to strengthen the staff training center in the future. Members of ADRC and coordinators believe that the development of suitable professional development schemes that would assist the staff training program need to be carefully designed in coordination with MoE.

Introduction

Background of the study

Professional development equips university instructors with the necessary pedagogical skills and keeps them up-to-date to cope with the current technology that maneuvers at a particular teaching and learning condition. The success of professional development programs is largely dependent upon the environment in which it is operating. The organization, people and the technological infrastructure are the most important

environments that need consideration in the development and implementation of various professional development programs (Fullan, 2001).

In relation to this, the New Education and Training Policy of Ethiopia provided the main framework for reform and transformation of the education and training. Among other things, the policy stresses on issues of quality and relevance in educational programs; teacher quality and facilities; improvement of the learning process with focus on students; improvement of management and leadership (MoE1, 1994). By and large, the policy gives due emphasis to quality education and training. Recognizing the contribution of instructors, it is generally acknowledged that instructors are not only one of the variables that need to be changed in order to improve the education system, but they are also the most significant change agents in the reform process (Villegas-Reimers, 2003). This societal attribute of the dual role of instructors as both ‘subjects and objects of change’ has given their professional development a place of paramount importance. According to Guskey (2000), the need for high quality professional development has become a common emphasis for educational reform and development of educational institutions.

At present to put HESO & TESO schemes and the philosophy of interactive student-centered teaching and learning approaches into practice, the need for teachers’ professional development is considerable. Professional Development Programs (PDP) enables teachers to keep up-to-date with the current educational trends and new theories. It is argued that PDP can renew the teachers’ repertoires of knowledge, skills and attitudes. In short, it can safely be asserted that the goal of all professional development efforts is to play a significant role in the improvement of instructors, student learning and high quality education (Minale, 2006).

In today's university situation, it is believed that one area of staff development is staff training on an uninterrupted basis. This would build the capacity of instructors to make enhanced contribution to quality education. Very recently, through funding assistance from Nuffic and the government of the Netherlands, priority has been given to the establishment of staff development centers in universities to address all these issues. This center has been named Academic Development and Resource Center (ADRC) and one of the main roles of this center is staff training. It is obvious that the function of ADRC to facilitate staff development tasks would not be achievable without a strong commitment to face challenges. This study, therefore, would be of paramount importance in identifying existing and potential problems of staff training and in exploring opportunities and prospects of the center to play a significant role in line with its objectives. The study would also have the potential to indicate how current staff development initiatives can lead to quality education. Taking the above justification into account and the researcher's first-hand experience in coordinating staff development programs in the university, the research topic is considered to be an important area of investigation for the illumination of weak spots, the identification of opportunities and outlining of prospects for staff development in Ethiopian Universities in general and Haramaya university in particular.

Statement of the problem/ Conceptual framework of the problem

The framework for this study originates from the belief that academics' professional development activities, through professional training, improve university instructors' professional efficacy and quality of student learning. It is based on empowerment and commitment of teachers to take ownership of improving their day-to-day practices, seeking for novelty, which according to Lieberman and Miller (1991) means more effort and something different for the instructors.

Improving the work of lecturers means enabling them learn to do things in different manners. It leads to putting themselves in discussion related to their specific careers/professional environments, classrooms, and even within the same classroom with individual differences. This is because instructors deal with individuals having different physiological, intellectual, and psychological makeup. Taking appropriate measures such as raising teaching and research excellence through continuous training in methods of teaching, action research, evaluation of teaching and learning is a few of the many important measures to consider (Daniel, 2004).

Research on quality education indicates among factors affecting quality of teaching in higher education institutions of Ethiopia, pedagogical training has not been a requirement for teaching in higher education. Consequently, the overwhelming majority of instructors in higher education institutions in the country did not have pedagogical background by training (Abiyot, 2001). According the study, university instructors are said to be:

- Male dominant (97%)
- Had little or no staff development either before or after assignment as an instructor. They were assigned rather than being selected following competition to enter into the profession.
- Have a strong desire for staff development, but enriching professionalism has never had a significant place through out the life span of modern education in Ethiopia (Abiyot, 2001).

The various studies in professional development practices indicate that university instructors are good in their academic knowledge and qualification and their weakness lie in their inability to employ the teaching approaches and methods (including

assessment) that are set in policies. Indeed instructors must have a rich and flexible understanding of the subject matter in order to teach in ways that are responsive to students thinking and which foster learning with understanding (Borko & Putnam, 1996). The current view of knowledge base for teaching accentuates that besides knowledge of subject matter, effective instructors need a pedagogical content knowledge that guide their actions in highly contextualized classroom.

Meanwhile, recognizing the importance of professional development programs in attaining quality in the higher education system, the Ministry of Education has integrated academic and professional development programs in its higher education reform (World Bank, 2003).

Currently, in relation to improvement of lecturers' professional competence, the Ministry of Education in collaboration with donors has launched different programs. These are:

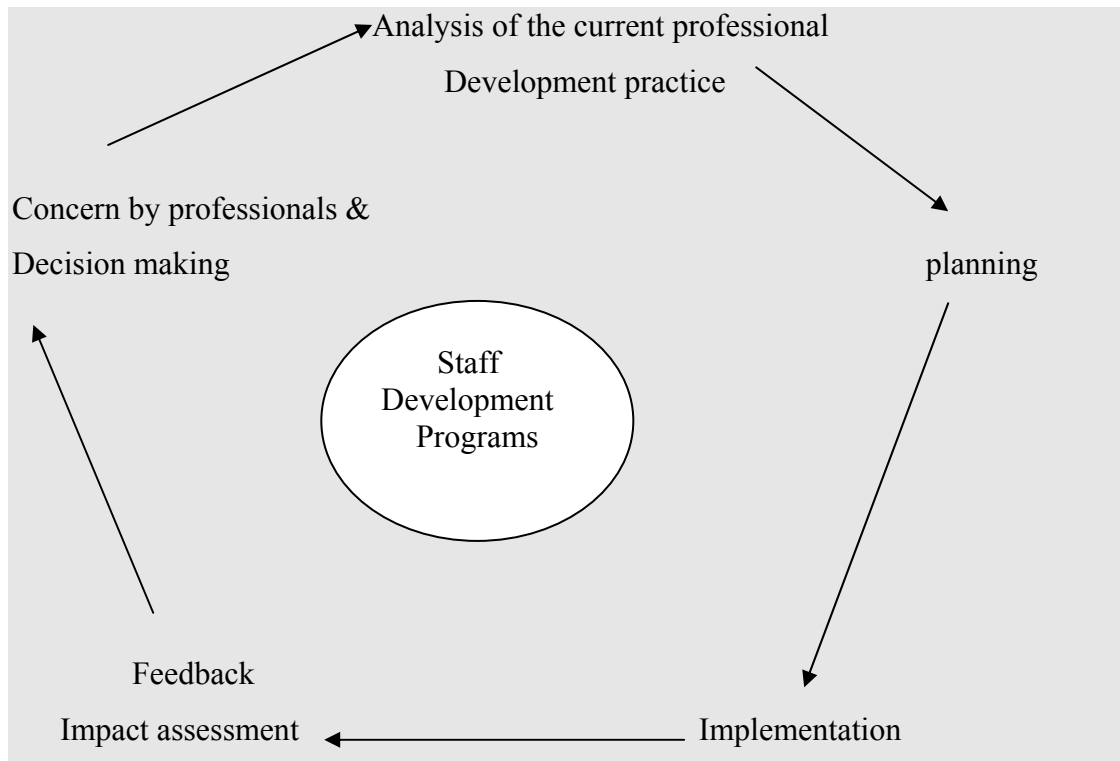
- The Higher Diploma Program (HDP), proposed to improve professional competence of teacher educators in faculty of education.
- The English Language Improvement Program (ELIP), planned to improve English language proficiency of university instructors.
- Academic Development and Resource Center (ADRC) is expected to function at institutional level and provide professional trainings, quality care services to faculties and loan supports to instructors.

This study, however, limits itself to ADRC considering that the ADRC as an independent center is now officially recognized with the aim of improving the quality of education. The ADRC has strategic importance in supporting staff by creating opportunities for training and access loan services to staff members. Thus, since the establishment of ADRC in Ethiopian universities is a recent phenomenon, studying its

role in improving professional development (with the aim of securing quality education in Ethiopian universities) need to be the actual question of the day for better functioning of the center. This study is, therefore, designed to explore the problem under the title *“Enhancing Quality in Higher Education Institutions through Staff Development Programs: Staff perceptions and attitudes on the current staff training practices.”* Some variables such as sex, service years, faculty, etc. were examined and the effect of these variables on current staff training initiatives was also scrutinized. In order to carry this out, the following leading questions were formulated:

- 1) *What is the state of professional development practice at Haramaya University?*
- 2) *What are the perceptions and attitudes of university instructors towards the current staff professional development programs?*
- 3) *Are there any significant differences and relationship among different groups of instructors regarding the current professional development activities?*
- 4) *Do we have best and appropriate strategy of staff training that would support the current attempt suggested in the course of this study?*

The researcher believes that answers to one or two or all of the questions would lead to an exploration, comparison and evaluation of the present direction of staff development programs. Above all, it would have significant value to design relevant and appropriate staff development programs in the future. Meanwhile, to facilitate the research process, an attempt has been made to construct and employ the following model as a conceptual framework of the study at hand.



This model tries to explicate that a given professional development program should pass through five interrelated and interdependent aspects. These are need assessment, planning, implementation, feedback (impact assessment) and decision making. Before we plan or redesign a given professional development program, the need to scrutinize and analyze the present professional development program has to be given priority. While planning a given professional development practices, the nature of the trainees (needs, interests, previous experiences etc.), the nature of the training program (short term, medium range and long term), resource and operation need to be critically examined. In a similar way, during the actualization of the program, the resources considered in the program should be coordinated according to the goal set to the program to facilitate the process. Consequently, feedback as to how the program in progress should be achieved must be gathered from instructors, managers and other

stakeholders. The aspect feedback leads us to have adequate knowledge about the impact of program which would enable us to know our direction of success or failure. It is the obtained feedback that would enable the coordinating unit to arrive at some kind of decision either to continue or redesign the professional development practices. The model signifies how a successful professional development program aspects and particular issues can be integrated to examine the status of a given professional development initiatives in HU. It could be considered as a base to develop suitable professional development scheme in the future.

Objectives of the Study

The general objective of the study is to explore the existing professional development practices at Haramaya University. More specifically, the study has the following focused objectives:

- Investigate the extent to which staff development practices are well implemented in the university;
- Assess whether or not there are positive perceptions towards professional development programs among instructors and ADRC staff members;
- Examine differences in perception and attitudes of staff with respect to certain variables such as sex, qualification, years of service, etc.
- Provide practical and possible suggestions and strategies to fix existing problems related to instructors' professional development.

Background of Haramaya University

Education at tertiary level begun in 1951 with the establishment of the University College of Addis Ababa. Up to 1985 there was only one university (Addis Ababa University) in the country. After three decades of functioning as Alemaya College

(Under Addis Ababa University), the present Haramaya University was then upgraded to a university status in 1985.

Today, at Haramaya University (the former Alemaya University), several units are in operation to strengthen the dimensions of professional development practices very enthusiastically. One of the practical evidence for this can be the Ministry of Education's dedication to launch different programs in some of the existing universities. Among these, the HDP (setup to improve the professional competence of teacher educators), the ELIP (Working towards an improvement in English language proficiency, guidance and training) and ADRC (operates at institutional level and offers various professional training programs, plays an advisory role in quality care and provides services and resources to support faculties) are the principal ones. Up to now, ADRC has been offering courses such instructional skills, ICT in education, course & program design, and reviewing assessment and quality issues in higher education for about 200 staff members in the last 3 years.

Scope and limitations of study

There are substantially many factors that would have an impact on quality education. Out of the various factors that have significant consequence on quality education, staff training or professional development is considered the major focus of this study. Currently, new staff training initiative has been undertaken by nine state universities through ADRC. Thus, the study focuses on Haramaya University considering the exposure and experience of the researcher in coordinating the ADRC in this university. Out of the various staff development dimensions only staff training aspect is considered in this study.

Definition of terms

Academic Development and Resource Center: The Academic Development and Resource Center abridged as “ADRC” is a center responsible in strengthening and improving the teaching-learning process to bring quality education in the University.

Attitude: is the predisposition to react favorably or unfavorably towards ideas, objects, persons, events, or situation.

Higher Diploma Program (HDP): A practice-based training program for Teacher Educators at Higher Education Institutions in Ethiopia. It has duration of one year in which case Teacher Educators attend 2 hours discussion classes for 2 days per week, supplemented with additional classroom observations and secondary school visits.

Perception: is the process whereby sensory stimulation is translated into organized or meaningful experience. It is the meaning that we assign to our physical stimuli in accordance to our experience.

Professional Development: Guskey (2000) defined professional development as those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn improve the learning of students.

Professional training: involves a presenter (team of presenters) who shares ideas or expertise via a variety of activities such as presentations and discussions, workshops, seminars, colloquia, demonstrations, role playing, simulations and micro-teaching (Guskey, 2000).

Quality: refers to fitness for purpose; achieved results against intended ones. In academic sense, it describes how well learning opportunities available to students help

them achieve their awards. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided. .

METHODS AND PROCEDURES OF THE STUDY

Research Methodology

Since the research aimed to examine perceptions, attitudes and performance of the various faculties and departments, both qualitative and quantitative approaches were used in the study.

Subjects

The source of information for this research was a group representing university instructors, and ADRC staff members who have received and /or were involved in the professional training programs at Haramaya University between 2003 and 2007. To select respondents for the study, simple random sampling technique was adapted, and 40 staff members were considered. In the case of trainers, all the available 8 members, coordinators and staff members of ADRC were considered.

Data Collection

Although various means of collecting data are possible, only questionnaire and interview were considered. The questionnaire had to be tested in the field; however, this was not done due to shortage of time. Only the variables sex, teaching experience, and faculty were treated, when in fact other variables could have superlative impact on findings related to the given study.

Interview was conducted directly in face to face meeting with the interviewees. The questionnaire was distributed and collected through department heads of the respective staff members. Out of the distributed 55 copies, only 40 were properly filled in and returned. Four of them, however, were discarded for different reasons: two were not

filled in at all; and five were partially, but improperly filled. The remainders were not returned at all.

Method of data analysis

Quantitative and qualitative analysis of data were employed. For qualitative data the preferred way to assure the dependability of available data was triangulation. The triangulation method was used to show the credibility of data through collection of the same information by different mechanisms. Depending on the data (information) obtained, the quantitative data were analyzed by means of parametric test, ANOVA and Pearson Product Moment Correlation. The assumption behind using this statistical method was the use of interval scale and the selection of relatively large sample using probability sampling techniques.

Analysis, Interpretation and Discussion of Data

Analysis of staff response of staff members

Table 1: Biographical data of respondents

Qualification						Sex				Service years				Professional courses in pre-service training			
B.A/B.Sc		MA/MSc		PhD		Male		Female		10 and less yrs		Above 10 yrs		Yes		No	
No.	%	No	%	No	%	No	%	No	%	No.	%	No	%	No	%	No	%
26	65	10	25	4	10	32	80	8	20	24	60	16	40	0	0	40	100

Table one shows that the majority of the respondents 26 (65%) have bachelor degree, followed by 10 (25%) respondents who had a masters' degree. Only 4 (10%) of the staff respondents had a doctorate degree. Again, the information obtained from personnel administration office of the university indicated that as a whole the university is more staffed with Bachelor degree that is 54.3%. This percentage shows the critical shortage of highly qualified instructors in the university which has direct implication on the quality of education provided in the university.

According to the results shown in the table, only 20 percent of the staff members were females, which again could evidence for low participation of female in higher education sector. From these, the majority possess a bachelor degree.

It can also be observed from Table one that 24 (60 %) of the respondents have less than 10 service years, and only 16 (20.4%) have more than 10 years of experience of teaching in HEIs. It can be inferred from this that the University is staffed more by less experienced staff. This fact calls for continuous professional development activities to promote their knowledge and skills so as to make them confident and efficient in their profession. Although the intention of this study was not to exclude the experienced instructors from PD programs, it seems vital to focus on beginners particularly those who have less than five years of teaching experiences. As revealed in the review of literature it is indicated that PD is more considerable for beginners and less experienced practitioners than the experienced ones.

The table also revealed that almost all the respondent had no any professional training in their undergraduate courses. This clearly shows the need to give in-service training more aggressively so as to give quality instruction. The various studies in the field indicated that one of the crucial factors that threatened the quality of education is the

lack of professional training of instructors. Thus the current attempt in organizing professional training by ADRC should be continued to be able to improve the quality of learning.

Table 2: The contribution of continuous PD to instructors' current professional practices as perceived by staff members

Contributions of PD		Frequencies								M	SD
		Not at all(1)		A little bit(2)		Much (3)		Very much(4)			
No	%	No	%	No	%	No	%				
0	0	5	12.5	25	62.5	10	25			2.9	.85

As indicated in Table 2, the majority of the respondents (62.5%) and 25% of them opted for 'much' and 'very much' respectively. Only 12.5% claimed that the contribution is minimal. It can, therefore, be generalized that instructors' perception on the present professional initiative is positive. Similarly, the weighted mean score is 2.9, which again refers to the value almost close to 3 falling in 'much' category. The standard deviation of the total score is .85. This indicates how the magnitude of the score spread in the distribution. Too much variation in perception of the current professional development initiatives was not the trends of the research findings observed herein. As a whole, it can be inferred that professional development practices that have been under way in Haramaya University are some how helping instructors to do their job in an improved manner.

A related question was also raised during an informal discussion with department heads and faculty deans. It was reported that the contribution of PD to improve the quality of instructors is automatic and unquestionable. It would allow instructors to promote their performance and to update them to current development in the profession. The majority expressed their strong beliefs that PD is important to improve professional practice and consequently help students learn better. Respondents further confirmed that it is through PD that sustainable improvement in the quality of education can be realized.

Likewise, instructors were requested to explain an open ended question about the benefits they gained so far as a result of PD programs. As described by the great proportion of target population, PD enables them improve their teaching skills and develop confidence in teaching their courses, provide opportunities to develop the spirit of team work with other staff members, and acquire considerable knowledge in improving communication and sharing experiences with other colleagues and students.

Table 3: Summary of the score of staff members' attitudes

Unfavorable Attitude		Indifferent Attitude		Favorable Attitude	
In No.	In %	In No.	In %	In No.	In %
3	7.5	3	7.5 %	34	85%

As Table 4 depicts, a big majority of the respondents, that is 85 percent, confirmed that they have favorable attitude to the course of action undertaken by the concerned bodies. Similarly, the weighted mean score is 3.2, which again refers to the value coinciding to the score value which has favorable attitudes towards professional training under discussion. Hence, the average trainees have positive attitude towards

professional development practices. The standard deviation of the total score of the attitude of staff members is 1.58. This indicates that there is a little gap among the respondents' attitude on the current practices staff training initiatives. Generally, from the responses gathered and tabulated, it could be claimed that instructors have positive attitude towards professional development practices of the University.

Respondents were also asked to suggest possible ways to improve the ongoing PD practices, and have suggested the following:

- PD should be relevant to instructors professional practices and field of study;
- PD should be based on the willingness of instructors; it should not be an imposed program for the sake of its own. It should rather be planned, organized and implemented with the direct participation of the beneficiaries;
- PD should be attached to change of status, salary increment and some sort of promotion upon completion of the program;
- The workload of instructors who are participating in professional development courses should be reduced. This will encourage the academic staff for high rate of participation in PD activities;
- The necessary resources and facilities that are required for PD practices should be fulfilled.

Table 4: The relationship between attitude score and performance evaluation result of the sample staff members

N	X	Y	r
40	Attitude Score	Performance evaluation result	0.54

The table above reveals the correlation between attitude scores and performance evaluation of those instructors who have undertaken professional training through ADRC. It was found that there is a moderate correlation between the variables considered in this table. To confirm the dependability of this result, the significance of the given correlation was checked and found to be significant at 0.01 level with degree of freedom equal to 38. This in ordinary meaning refers to when the attitude score increases in the positive direction the performance evaluation of staff members who participated in professional training also increases in the same direction, and vice-versa. This significant relationship indicates that those who performed well in teaching have better attitudes than those who didn't. The reason behind here is quite clear. Attitude facilitates learning and individual involvement in an activity. If an environment for knowing something is created, and individual involvement is encouraged, then the development of favorable attitude is obvious and remarkable performance is certain (Peter, 1982).

Table 5: Summary of ANOVA with reference to sex and years of experience

Source of Variation	Df.	F
Sex	2-1=1	<1
Service years	2-1=1	8.431
Interaction	1x1=1	<1
With in	N-k=36	
Total	N-1=39	

The above table shows that the F- value for sex is not significant at 0.05 levels. However, F-value is significant for years of experience serving in the University. It can further be elaborated that the service year has significant bearing in perceiving professional development training of the current practice. The interaction is not

significant at the specified level of significance. It means that even if we mix up less experienced females with high experienced male and vice versa, the difference in mean score is insignificant at 0.05 levels with degree of freedom equal to 1/36. As a whole, we can infer that more experienced staff members have positive perception than less experienced staff members. This clearly shows us more experienced staff members already know the advantages of professional training.

Table 6: Summary of ANOVA: The significance of mean difference of the perception score of staff members among the different faculties

Source of variation	Df.	F
Between	k-1=4	F=34.345
Within	N-k=36	
Total	N-1=39	

The above table shows that F- value is significant at 0.01 levels with degree of freedom 2/37. This leads to the conclusion that there is a significant mean difference in the perception of staff members among different faculties (Faculty of Health, Faculty of Business & Economics, Faculty of Veterinary Medicine and College of Agriculture). The post-hoc Analysis of variance (Tukey Test) indicates that staff members in College of Agriculture have significantly better perceptions. The possible reason for this could be College of Agriculture is the oldest and the most experienced faculty with experience for many kinds of training in general and professional training practices in particular.

Table7: Summary of ANOVA (The significance of mean difference on the perception score of staff members with different qualification (BA, MA, PhD))

Source of variation	Df	F
Between Groups	k-1=2	F=23.26
Within Groups	N-k=37	
Total	N-1=39	

According to the result depicted in the table, it can be concluded that there is a significant mean difference in the perception score of staff members depending on their professional qualification. Moreover, the post-hoc Analysis of variance reveals that staff members with BA/BSc degree seem to appreciate the current professional practice employed by the university ADRC more. It is assumed that these instructors are relatively young as well as less experienced for teaching and need such trainings.

Analysis of responses of ADRC staff members

Interviews have been conducted with staff members and coordinators of ADRC concerning the existing practices of professional development programs in Haramaya University. Interview questions were mainly focused on supporting and discouraging factors in terms of resources, facilities, attitude of instructors, management support, workload and other related issues in professional development. The responses are organized as follows:

What factors are responsible to promote ADRC premises?

It is assumed that a basic premise of ADRC is to equip the academic staff with pedagogical knowledge and skills to maintain quality in teaching-learning process.

From the interview it was drawn that facilities, trainers' commitment & enthusiasm (ADRC staff members), trainees' curiosity and attitudes, as well as top managers' recognition and dedication were some of the points forwarded by the respondents. Most respondents believed that content areas that are relevant and essential in improving the existing knowledge and practices of new instructors should be given due attention, if one wants to enhance quality in students learning. My personal observation revealed that it seems that there is a high commitment on the part ADRC staff members. However, even though these promoting factors are encouraging to conduct PD activities, there are critical problems, as reported by the coordinator, that the centre is currently facing. The most significant ones are listed below:

Some debilitating factors

- There was a critical shortage of resources and facilities such as training rooms, furniture, qualified and experienced ADRC staff, and reading materials, like books, professional journals, articles etc;
- There is no formal budget allocated to run PD programs successfully
- Although the University management seems supportive for professional development activities, immediate responses were not given to ADRC day to day requests;
- There are no opportunities for all instructors to participate in PD programs due to high workloads, lack of trainers/experts, and shortage of time on the part of attendants;
- There is no follow-up about the implementation of PD programs. No one knows whether instructors have exerted their effort to implement what they learned or not;

- It is very difficult to provide area specific trainings due to lack of experts in the are

Suggestions by ADRC coordinator to improve the existing problems of PD

- Instructors have to take self initiative to learn from colleagues and develop the sprit of collaboration to work with other academic staffs and ADRC
- Creating awareness and sensitization is so important to make instructors understand the benefit of PD in their day to day practices;
- It is vital to arrange a follow-up system on the implementation of what is learned on the part of instructors. This can be carried out by university management and/ or faculty deans;
- Minimizing the workload of instructors who are participating in PD programs. This will motivate experts to involve in different PD practices;
- It is very essential to allocate sufficient budget and resources(human and material)for effective implementation of PD programs;
- In addition to the training conducted on the general pedagogical knowledge and skills, the PD centers have to consider training programs that can address specific subject areas;
- Strong teamwork among university management, faculties, departments and the centers working on PD is essential for the smooth running and effective functioning of PD programs;
- The management of the university has to organize experience sharing programs for instructors with similar universities practicing PD activities;
- The university management has to search a means where by PD is attached to certain values either for promotion or for salary increment for those who successfully completed the program.

Conclusions and Recommendation

Conclusions

This study was designed to address the basic research questions raised at the beginning of this paper. It is based on the exploration of these research questions that the following concluding remarks were drawn:

- The overall current initiative by the University ADRC in delivering professional training is encouraging. It is assumed that if necessary assistance is given from the concerned bodies, the ADRC will make significant differences in the near future.
- As a whole, the perception of instructors on the contribution of Professional development is positive.
- The attitudes of the instructors towards teacher PD appears to be promising.
- A significant relationship between attitude score and performance evaluation result of staff members has been found
- The University management seems to possess encouraging attitudes towards PD programs and activities of the University but it is weak in implementing the programs. The top management seems to be ready to support and improve PD practices of the University at least theoretically.
- Although there is a common understanding about the contributions of PD across significant number of instructors, department heads, faculty deans, and the management body, the support given by the management bodies is inadequate to realize the full potential of ADRC.

Suggestions for future practices

Relying on the findings secured and the conclusion drawn, the following pertinent points are suggested to be implemented by instructors, management bodies, ADRC

and government in order to improve the existing PD practices at the University. Most of the recommended remarks, the researcher believes, are within the capacity framework of the University.

- New instructors, particularly those who graduated from non-teacher education faculties and colleges should receive induction and trainings on basic teaching skills such as teaching methods, classroom management, assessment of students' learning, course design and review as a basic requirement before they are engaged in the actual teaching activities. A system whereby PD trainings become a criterion for subsequent career promotions of instructors must also be in place.
- Teacher PD has to be considered as one of the essential agenda of the University operations. Every party of management body particularly top managements, faculties and departments should give due attention and wide space to it in their formal plans. They must also follow up and monitor its proper implementation. Instructors should also realize that PD is an important input that provides them with necessary professional knowledge, skills and attitudes to improve their professional performances and the quality of education they deliver (student learning).
- The management has to allocate adequate time, recognize successful efforts of committed instructors, take risks of new approaches of working, and exercise supportive and transparent leadership etc.
- ADRC should devise a system by which it controls and monitors the PD works of faculties. It should give responsibilities to the faculties themselves to care about PD issues of their own instructors. Depending on the status of the report, ADRC should take appropriate measures in the form of training, consultancy or approval for subsequent improvement.
- ADRC has to establish especial link with the Faculty of Teacher Education in order to use it as a source of experts who can participate in facilitating and undertaking

various PD activities coordinated by ADRC as a mechanism to alleviate shortage of trainers.

- After securing the necessary budget, ADRC has to encourage professionals to conduct a tracer study on various issues of PD of the university and attempt to implement the findings for further improvement of the center.
- The government has to strengthen the started quality assurance system (both internal & external) to include teacher PD as one essential component of the system.
- It is recommended that the model suggested in the conceptual framework need to be implemented for better functioning of ADRC in its accomplishment of the various professional development initiatives in the future.

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