

Academic Staff Development Dreams and Realities: The Case of Haramaya University

Yilfashewa Seyoum*

Abstract: This study targeted to analyzing the existing gap between dreams about professional development programs and the implementation practices at Haramaya University. The study attempted to unveil the effect of the various professional development endeavors on instructors' professional competencies and the difference it brought on the processes of university training and education system as whole. A case study of qualitative and quantitative methods, a mixed method, was employed. In an attempt to attain the objectives of the study, data were collected from instructors, professional development program coordinators and academic program leaders using questionnaires, interview, and document analysis. The result indicates that instructors and academic leaders did not have orientation about professional development. Although respondents recognized the relevance of activities in the training sessions to instructors' classroom practices, the implementation of professional development encountered challenges in terms of resource allocation, provision of support and proper time consideration. Moreover, the role of instructors in preparation of materials and institutionalization of the professional development program was less regarded. There were no established practices to make a tracer study for making a follow-up of those participants who had involved in the professional development training. In general, it is concluded that in the present system of the professional development initiative, there is a visible gap between dreams and implementing realities.

Key Words: Staff Development, Professional Development (PD), and Professional competencies

* Asst. Professor, Teacher Educator Faculty of Education and Behavioral Sciences Haramaya University & PhD Student, College of Education, Addis Ababa University, Ethiopia

Introduction

Presently, professional development has become a common interest of educational policy makers, researchers and practitioners. Various reasons can be attributed to this escalating concern of teachers' professional development. Kremer-Hayon, Vonk, & Fessler (1993) identified three major factors. These are the growing pressure and accountability on educational institutions, the growth of knowledge in the field of teaching and a desire to improve students learning and their academic attainment. In this age of globalization, the profession of teaching sets contractual context for professional review and development. Thus, teachers must have a continuous review of their development needs and institutions must take the responsibility to promote professional development activity: practice, reflection, theory and action, which are the essential parts of the professional development (Sultana *et al.*, 2010). In view of this, it is claimed that success in the implementation of professional development(PD) programs is a decisive input for promoting teachers professional competencies and enhancing quality of education and training (Gordon, 2004)

Scholars argue that the professional development of teachers has been considered as a process that includes regular opportunities and experiences planned systematically intended to promote growth and development in the profession. This shift has been so dramatic that it has been related to a 'new image' of teacher learning, a 'new model' of teacher education, a 'revolution' in education, and even a 'new paradigm' of professional development (Cochran and Lytle, 2001). To this effect, teachers have to decide whether they want to develop or not, indicating the extent of development they need and what they can do on their parts. Organization, at the same time, must acknowledge the importance of professional development and set development plan for their staff members (Visscher and Coe, 2002; Farkota, 2005; Yilfashewa, 2011).

As a major initiative to address problems related to access, equity, and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy (ETP) in 1994. The ETP established the foundations for all subsequent strategies, guidelines and programs. In the series of the Education Sector Development Programs (ESDP), ESDP I, II and III, which were developed in 1997, 2002 and 2005 respectively, creating trained and skilled human power at all levels, and the need for professional development has been highly stressed. More importantly, while all policy documents claim the importance of teachers' effort for promoting learning, the emphasis on improving teachers' quality has boldly been stated in the 2005 Education Sector Development Program (MoE, 2005). The Ministry of Education has given priority to the professional development (PD) assuming that it is the right of teachers as well as of a great value for institutional and national development (MoE, 2009). Hence, study deals with this important area that needs further investigation.

Context of Haramaya University

Haramaya University was upgraded to university status in 1985 (after three decades of functioning as Alemaya Agricultural College, under the Addis Ababa University). At the moment, there are different centers/programs in Haramaya University (HU) that are working hard to strengthen the deliberation of PD practices enthusiastically. The Ministry of Education's strategy to launch different programs in some of the existing universities can be cited as evidence for this claim. The Academic Development and Resource Center (ADRC), one of the PD centers in the university, offered courses on instructional skills, ICT in education and on program design and review assessment and quality issues to more than 200 staff members in the academic years 2006/07 and 2008/09. The HDP has also been established as an important PDP intended to train instructors in the teacher education colleges. Presently, the Postgraduate Diploma in Higher Education Teaching (PGDHET) resumes the place of the previous PD training program with a stronger passion.

This study intends to investigate the practices of PD limiting itself to the Haramaya University. The researcher has been working in the Faculty of Education and coordinated the ADRC at the Haramaya University for more than a decade, which inspires him to conduct the study.

Statement of the Problem

Quality of teachers greatly determines students' achievement. Academic development initiatives, ability and experience of teachers account for the variation in students' academic achievements. Studies show that 40 to 90 percents of the difference in student test scores can be attributed to factors related to quality of teachers. Therefore, it is important that faculties should make preparation when they begin teaching and be ready to continue to improve the knowledge and skills of their staff from time to time (Cohen & Hill, 2001; Henke et al., 2000).

Farkota (2005) has also indicated that teachers are the most valuable resource available to both schools and higher education institutions in the realization of academic programs and institutional goal, an investment in teacher quality and ongoing professionalism is imperative. This goal can only be realized by equipping that teachers with subject matter knowledge and standard-based repertoire of pedagogical skills that are demonstrably effective in meeting the developmental and learning needs of all students for whom they have responsibility, regardless of students' backgrounds and intake characteristics, and their learning difficulties (Darling-Hammond & Bransford, 2005; Westwood, 2006; Wheldall, 2006).

Studies on quality education signify that among factors affecting quality of teaching in Ethiopian higher education institutions, pedagogical training has not been considered or less regarded (Abyot, 2001). At the moment, although there are certain initiatives in teachers' professional development, the effect is not encouraging. Minale (2006) studying the case of the Addis Ababa University concludes that the level of organizational support to the professional training and its implementation appears to be not so much valued by participants.

Personal observation of the researcher indicates that academics nowadays are under growing pressure of work. Most new faculties are not adequately prepared to meet the needs of their students, and many experienced academics have not yet adapted to the new standards. Just like practitioners in other professions, academics need to deepen their knowledge and improve their skills over the course of their careers. Unfortunately, the need for quality professional development in the teaching profession often goes unmet. This study proposes ways to rectify the situation, and indicates resources needed to train those who want to improve their profession. Consequently, this academic development study was designed to begin to fill this gap. The study, thus, tries to answer the following questions:

1. What are the practices of the professional development initiatives at HU?
2. Do the provision of facilities and resources facilitate the implementation of the professional development programs?
3. To what extent does the current professional development meet the need of instructors?
4. What are the changes observed in the professional competencies of instructors and institutional culture, as a result of the PD programme?

To this end, this study describes events, explores facts and assesses the present direction of the staff development programs in the Haramaya University.

Significance of the Study

Quality professional development can lead to important qualitative outcomes such as the creation of a positive institutional culture, improvement in individual academic skills, and development of opportunities for peer learning. Good quality professional development gives instructors the tools they need to tackle classroom challenges with confidence and access to a professional community that can support their endeavors (Sanders and

Rivers, 1996). Thus, quality academic development programs should be supported by series of research efforts and reflections.

The purpose of this study is, therefore, to investigate the activities of policy formulation, implementation as well as the impact of various professional development programs on instructors' professional competencies in Ethiopian higher education institutions, in general, and Haramaya University in particular. To this effect, this study would have significant contribution to the following.

1. It can give direction for curriculum planners and developers to endorse and integrate the preeminent professional development frameworks in the process of academic program implementation;
2. It might serve as foundation for policy maker in the sector of higher education, in general and to the field of professional development, in particular; and
3. It may serve to design relevant and appropriate staff development programs in Ethiopian higher education institutions.

Furthermore, while the contributions focus on the experience of the Haramaya University, the principles and proposals for future directions could also be true for all higher education institutions in Ethiopia. In general, the study could serve as a stepping stone for interested researchers issue related to the quality of education in the higher education institutions.

Definition of operational terms

1. *Staff Development*: A phrase used synonymously with terms that include professional development, continuing teacher development, professional learning, in-service education/training, ongoing assistance, human resource development, continuous career development, and lifelong learning (Anderson, 2000; George and Lubben, 2002). The concept designates enhancing students learning capabilities, by utilizing a continuously up graded performance of teachers.
2. *Professional Development*: Processes and activities designed to enhance the professional knowledge, skills and attitudes of educators with the aim to promote the learning of students (Guskey, 2000).
3. *Professional competencies*: Instructors' professional knowledge, professional proficiencies, and attitudes toward their teaching profession (Day, 1999).

Research Methodology

Research Design

In this study, a case study design was used conduct an in-depth scrutiny of the design implementation and a status of the professional development at Haramaya University. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and explore relationships within a setting (Yin, 2009). To provide in-depth understanding and allow for the use of multiple data sources, both quantitative and qualitative data, mixed method, were used.

Population and Participants of the Study

As it indicated earlier, Haramaya University was selected for the studies. Data sources of the studies were university instructors, HoDs, faculty deans and management bodies who involved in developing, receiving and/or organizing the professional development programs. Moreover, individuals who directly or indirectly involved in policy formulation (people who prepared policies, guidelines, frameworks, blue prints, etc) and decision making at Ministry of Education were involved in the study.

With regard to the sampling procedures, simple random, and stratified sampling methods were employed to select sample representative from the academic staff members. Likewise, using mixed purposeful sampling (Patton, 2002) specifically, Criterion sampling (cases that meet some criterion) and Snowball or Chain sampling (building the sample in the process) ten senior instructors and PDP coordinators, 12 academic program leaders and three representatives working at the Ministry of Education level were selected as key informants of the study. Likewise, using simple and stratified random sampling techniques, 122 academic staff members were selected. The tables below indicate samples of data sources of the study.

Table1: Data sources by sex

Population		Sample	
Male	Female	Male	Female
669	68	135(102)*	23(20)

Table 2: Size and academic ranks

Academic rank						Total
Prof.	Assoc. Professors	Asst. Professors	Lecturers	GA2	GA1	158(122)
3(1)	4(4)	20(16)	65(57)	40(33)	26(11)	

**Figures in the bracket show the number of data sources for the study*

Instruments

Yin (2009) argues that a key strength of a case study is its use of multiple sources and techniques in the data gathering process. To this effect, interviews were used to collect data from teachers, coordinators, academic leaders and representatives from the Ministry of Education, and a questionnaire for teachers and document analysis to review policy documents, and progress reports.

Table 3: Alignment of research objectives, main variables, tools and data sources

Research questions	Main variable	Tools	Source of the data
1 What were the practices of professional development (PD) initiatives at HU?	Mode of PD Program	Document, Interview	Policies, Reports Teachers, program leaders(PL)
2 Did the provision of facilities and resources facilitate the implementation of the professional development programs?	Implementation of PD program	Questionnaire, Interview, Observation	Teachers, program leaders(PL)
3 To what extent does the current professional development meet the need of instructors?	Appropriateness of PD program	Questionnaire, Interview	Teachers, (PL)
4 What are the changes observed in the professional competencies of instructors and institutional culture, as a result of PD initiative?	Improved practices	Questionnaire, Interview, Document	Teachers, (PL)Reports, Reflections

Data Collecting Procedures

The necessary information was collected from the respondents by conducting face-to-face interviews and distributing questionnaires to them at their own conveniences time. In this way, the researcher met and tasted to the respondents to avoid unnecessary skepticisms and haziness. For example, the researcher offered oral instructions in addition to the written directions. Moreover, the investigator had got first hand information about the activities of professional development efforts by conducting observations at the study site.

It was the belief of the inquirer that such procedures for collecting information could increase the credibility and validity of the data obtained.

Data Analysis Methods

Data analysis methods could be seen from two major dimensions: qualitative and quantitative data analysis. Specific techniques such as placing information into arrays, creating matrices of categories, creating flow charts and identification of thematic areas (Merriam, 1998) were techniques employed in qualitative method. Similarly, parametric statistical tests such as Z-test and Analysis of Variance were employed in the analysis of the quantitative data generated. Moreover, Chi-square statistical analysis was used to check significance differences between observed and expected frequencies.

Results and Discussion

The results of this study were organized in the following four thematic areas:

- a) Typology of the professional development programs;
- b) Implementation of the professional development programs;
- c) Appropriateness of the professional development programs; and
- d) Improved practices as the consequence of professional development programs.

a) Typology of the Professional Development Programs

i. Teachers' Perception of PD

The academics were asked to express their understanding of PD and its practices. The responses found to be different from the explanations given PD schools and the range of terms used to convey similar notions, such as faculty development, academic development, staff development and teachers' professional development.

The description given by different categories of the respondents about the meaning of PD varied from individual to individual in the context of the Haramaya University. For example, one lecturer considered the term as a means for assuring reflective teaching through action research. She said:

PD is designated for assuring reflective teaching and learning, and as a means for developing knowledge on action research, mentoring and guidance and counseling (TC: March, 2011).

Another respondent stated that PD was designed to adjust instructors to the current instructional technology and working condition. Thus, PD does not mean the end matter for the instructors' PD. The respondent explained:

It is a means for providing quality service for instructors. PD is attributed to dynamism and continuity. It targets to maximize the teaching learning process. It is a means for instructors to familiarize themselves with the current instructional technology and working conditions (TY: March, 2011).

On the other hand, one of the PD center coordinators indicated that PD is a comprehensive process to understand in challenging and dynamic contexts. To this respondent, PD is an inevitable continuous phenomenon needed enhance our own understanding and implementation of the teaching profession. The interviewee said:

For me, professional development is an opportunity to renew, rejuvenate, re-coordinate and enhance one's understanding about how to do things, and understand the impacts of challenging and dynamic contexts. Professional development is an opportunity to learn how to be in a better position as a practitioner. I believe that PD is unavoidable journey which a professional who knows his/her own imperfection should willingly travel (JW: March, 2011).

In general, respondents conceptualize PD in different manner. Some respondents consider as the sole content of faculty development designed to conduct ongoing training. Other respondents regard it as an essential intellectual and emotional endeavor that rests at the heart of dedicated efforts to improve the quality of education. Thus, for instructors, PD refers to the best knowledge of pedagogy, professional renewal and growth, individual commitment and organizational life and change. They perceived that PD enhances the preparation of novice instructors, renews the professional skills and enthusiasm of classroom practitioners, in the case of those who may feel dissatisfied, and improves the professional expertise, self-confidence and commitment of all. Their perceptions agreed at Steinert's (2008) assertion in that PD is a planned program to prepare institutions and faculty members for their academic roles and to improve an individual's knowledge and skills in the areas of teaching, research and administration.

ii. Training Modules for Professional Development

In the course of PD practices, although it is a recent phenomenon to establish centers/divisions/coordinating offices in Ethiopian universities, there were formal/informal discussions among instructors/professors on academic matters, curriculum development and research practices. More importantly, through the supervision of the Academic Vice President Office, it is noticed that there have been short-term trainings offered to the academic staff at international, national and institutional levels. In this respect, the National Pedagogical Resource Center (NPRC), the Higher Diploma Program (HDP) and the Academic Development and Resource Center (ADRC) and other short-term training centers or programs played great roles over the years (MoE, 2003; Temesgen, 2006; Wossenu, 2009) in planning and enacting different pedagogical training for university instructors. This was common to a number of universities in Ethiopia, including the type of training material designed for the centers/programs.

The current PD training coordinating center is renamed as Postgraduate Diploma in Higher Education Teaching (PGDHET). The center is responsible

for organizing and/or giving support to various trainings. According to the document study and interview conducted with the center coordinator, it is found that the following professional training modules have been included in the PGDHET.

Table 4: Professional development training modules

Module	Title	Hour
Module 1	Reflective instructors	22
Module 2	Teaching with ALMS	24
Module 3	Program designing	18
Module 4	Assessment	20
Module 5	Special needs	8
Module 6	IT	8
Total		100

Source: Haramaya University

In an interview conducted with the program coordinators, it was learnt that the above modules were organized from HDP and drawn from the practice of other well experienced universities in the country. However, related research pinpoint that an essential feature of quality is contextual suitability. It has been frequently demonstrated that imported programs rarely work equally well in all contexts (Hord, 2004). Hence, it is suggested that the preparation of training modules/teaching materials needs to be adjusted to fit to the needs of the institutions (Fullan, 2001).

Thus, it can easily be understood that what is practised by the university as an element of PD is INSET; which is usually organized and offered by centers like HDP, and ADRC. As one respondent concluded:

On my part I have benefited a lot from HDP and other professional development practices. I have effectively used some of the insights gained from the PD activities to organize my teaching and to promote the culture of discussion, collaborative problem solving and negotiations on matters of common concern. Reflective practices and other engaging elements that was stressed in HDP and other professional development practices have been helpful in managing differences and resolving misunderstandings, I guess (JW: March, 2011).

From this, one can infer that there were trends in preparing of training modules for different programs and centres. However, training modules were dominantly generic subject specific. In addition, the preparation of the training materials was not based on the needs of the beneficiaries and addressing the priorities of the institutions. This could decrease the motivation of trainees.

b) Implementation of PDP at Haramaya University

Researchers in the field of professional development recommend that on the top of other support given to teachers, collaboration and communication are keys to the relationship between educational developers and academic staff (Spinney & Jordan, 2004; Cochran & Lytle, 2001). Rather than using a transmission model of teaching, educational developers should work with academic staff to support them curriculum and staff development. Professional development should not be 'done' for one group of staff once only. It should be characterized by varied experience with the attribute of continuity.

To examine the existing practices of PD programme at Haramaya University, a questionnaire was designed and distributed to instructors. To examine the gap between what was planned and what was implemented in the PD, the Chi-square test of equal probability was employed. The results are presented in the table below.

Table 5: The implementation of the PDPs

Dimensions	Numerical		Percentage		
	Yes	No	Yes	No	
Relevance	4	1	80	20	Chi-square =28.09
Resources/ Facilities	5	6	45	55	
Support (professional)	7	22	24	76	
Time consideration	0	4	0	100	
Total	16	33	33	67	

According to the data in Table 5, 80% of the instructor said that the PD was relevant to their classroom practices. However, 20% reported that it was not relevant to their professional practices. Moreover, 55% of instructors replied that there were no resources to the programme, which might hindered the implementation of the PD. The professional supports they obtained from leaders and colleagues were also found to be insufficient; only 24% of the instructors replied that as it was sufficient. Furthermore, instructors had critical shortage of time to be engaged in the PD endeavors. As shown in the table, the value of chi-square (28.09) was significant at 0.01 level with degree of freedom of 3. This means that there was a significant gap between the intended and implemented PD programme on the part of the instructors.

The results imply the need to devise strategies to design PD programme related to the instructors' teaching practices, allocating resources and time, and supporting the implementation of the PD programme. In line with this, Zinn and Caffarella (1999) pinpointed out that PD, programmes can be aided or impeded by a variety of factors, which can be classified into four domains: people and interpersonal relationships, institutional structures, personal considerations and commitments, and intellectual and psychosocial characteristics. Zinn and Caffarella (1999) also indicated that these four domains determine the successful implementation of PD programmes in higher education institutes.

Table 6: Implementation of PD according to the respondents by sex

Dimensions	Numerical		Percentage		
	Yes	No	Yes	No	
Relevance	3(60)	1(20)	1(20)	0	Chi-square =0.78
Resources/ Facilities	5(45)	5(45)	0	1(10)	
Support (professional)	5(17)	16(55)	2(7)	6(21)	
Time consideration	0	3(75)	0	1(25)	
Total	16	33	3(6)	8(16)	

To examine whether there were differences between male and female instructors about the implementation of PD, the Chi-square for testing hypotheses of independence was employed. As shown in the above table, the value of Chi-square was by far less than that of the critical value that refers to inconsistent difference between observed and expected frequencies at 0.05 level of significance. Consequently, hypothesis of independence is accepted. It can, therefore, be concluded that there were no differences between male and female views about the implementation of PD practices. Thus, it suggests that sex was not an important factor for obtaining diverse responses about the perceptions of the implementation of PD plan. Loucks-Horsley (1998) examined different contextual factors that influenced PD designs. This finding showed that students, instructors, classroom practice (curriculum, instruction, assessment and the learning environment), policies; resources, organizational structures and culture, time, and history of PD were found to be significant factors that determine the implementation of PD programmes.

During the study, instructors were asked to rate their perceptions about PD programme using response rates ranged from 'Not at all', 'Rarely', 'Often', and 'Always', which had a 4-point scale. Table 7 below presents the responses.

Table 7: Instructors' perceptions about PD programme

	N	Minimum	Maximum	Mean	Std. Deviation
Needs identified have been met through professional development(PD)	122	.00	4.00	2.10	1.07
PD generally meets the needs of the institution than me personally	122	.00	4.00	2.48	1.17
I feel that I have a part in setting the agenda for professional in-service training days	122	.00	4.00	1.95	1.11
I feel that too many training days are driven by university academic program	122	.00	4.00	2.08	1.07
PD providers think of it mainly as a commercial activity	122	.00	4.00	1.95	1.06
PD provides me the opportunity to improve my teaching awareness & skills	122	.00	4.00	2.70	1.24

The above table shows that the majority of the respondents agreed that the PD helped them to improve their teaching awareness and skills. However, instructors' involvement in the PD implementation was found to be low. This implies that involvement of instructors in planning the PD had not considered seriously at the beginning. Respondents indicated that PD was the priority of the institution rather than that of the instructors, which shows that instructors' needs and interests had not been considered in the deliberation of the PD programme. In general, it can be deduced that instructors' involvement in planning and enacting the PD initiatives seems less regarded or totally neglected.

Moreover, the interviews data collected from selected staff members show that the instructors were not happy about the implementation of the PD programme. According to them absence of well designed plan and prosper pedagogy and adequate preplan were the main factors that affect the implementation of PD training. One said, "...silly games or irrelevant topics that do nothing for me in the classroom". Data from the interview further show that there were no active participations and a mix of method. In addition, instructors had not been asked to express their implementations about the PD program. An academic staff claimed:

PD means spending a lot of time on government initiatives and slavish following of government videos. I noted that the delivery of content did contain some variation; much was made of repetition. Activities which rely mainly on us were the trainees' ideas and there were no news. It was dominantly repetition of the same kind of INSET (GH: March, 2011).

Some comments had both positive and negative feeling. One commented, "All INSET days have been superb". The other said 'overloading' and 'has no follow up'. "It overloads us when we have no time". Hence, it is possible to infer that instructors' perceptions about the PD programme and us have found to be negative.

Table 8: Instructors' perceptions about the influence of the PD programme on their educational activities

To what extent have PDPs improved standards of educational activities over the last 5 years?					
	N	Minimum	Maximum	Mean	SD
The standard of teaching in your college	122	.00	5.00	2.93	1.40
The standard of student learning in your college	122	.00	5.00	2.82	1.32
The level of commitment instructors to the teaching profession	122	.00	5.00	2.84	1.31
The Level of skills and knowledge amongst instructors	122	.00	5.00	3.12	1.36
Learning improvement generally	122	.00	5.00	3.03	1.45

Instructors felt that PD had significantly improved their teaching practices and students' learning, though their commitment to the PD was insignificant. Some instructors felt that PD had increased their confidence and the opportunity to exchange ideas with instructors.

In general, respondents' perceptions show that the implementation of existing PD programme improved the teaching practices of the majority of the respondents. As Deci and Ryan (1985) are cited by Payne (2010)

autonomy, competence, and relatedness influence one's intrinsic motivation. This implies that instructors are intrinsically motivated and involved in PD, the implementation practices of the programme greatly improved and sustained over time. This study, thus, enlightens the importance of supports for initiating instructors' motivation in an effort to implement the PD programme (Deci and Ryan, 1985 cited in Payne, 2010).

c) Appropriateness of the PDP at Haramaya University

In order to gather data on the relevance of the various PD initiatives, interviews were conducted with respondents. Data generated from the interviewees show that the respondents had negative views about the appropriateness of PD programme as indicated in the following comment:

There is the so-called Advanced Diploma Program here. I took part, but I quitted because I found it that a mere memorization of facts than exploration into new horizons. If training is "ticking" to inventories as it is the case in this program, it is so boring, nonsense, masticating of what PD means. For me this program is meant to impress the state-the dictator of what is to be taught, how and why. Many believe that PD has to involve, rather, challenging and changing the policy and educational system-practice vis-a-vis new theoretical insight. This is impossible under current Ethiopian condition. In other words, freedom, freedom of consciousness and action (speech, meet, ask, etc.) are all inexistent and hence PD never realizes where these are suppressed-that is the case in Ethiopia and the university (DN: March, 2011)

However, data from archival show that instructors had positive feelings about PD training, as indicated below:

Now, I feel that I am a better instructor than I used to be. I have acquired immense practical knowledge and skills to deal with my lecture dominant teaching methods presented in training module. I suggest that the time allotted for some module be increased in relation to other modules. The module on ICT is really fascinating. I wish I could put into practices what I have gained from module (GG: March, 2011).

Views of the instructors on the usefulness of the PD varied greatly. Some explained that it was 'worthless and rarely sustained', 'deficit oriented', 'under-resourced' and 'politically imposed rather than professionally driven', 'lacked intellectual rigor and coherence' and 'an add-on rather than an inherent part of a natural growth of process. In short, it was ill-designed, pedagogically naïve and demeaning exercise that often make participants more cynical than made them to be involved in the programme with commitment.

However, a few respondents acknowledged the contribution of the PD programme in improving item classroom practices, indicating that the contribution of PD programme was 'immense', 'unique' and 'positively affected their teaching'. They indicated the PD training helped them to identify and manage the complexity of classroom environment and their assessment of their students' academic performances.

Data from the interviewees also show the PD programme was found to be 'effective' and 'relevant' to the classroom situations of the instructor. This was found to be constant across all faculties and colleges. It was found that the instructors had the view that the PD programs addressed issues of specific needs which was more important across the faculties and colleges of the Haramaya University.

To measure the attitudes of instructors toward the PD practices, an attitude scale was developed. The participants were asked to express their agreements and disagreements using a 5-point scale ranged from 5,

'strongly agree' to 1 'strongly disagree'. The following table shows the ratings of the respondents.

Table 9: Attitudes towards the PD programme

Unfavorable Attitude		Indifferent Attitude		Favorable Attitude		Mean	SD
In No.	In %	In No.	In %	In No.	In %		
119	97.5	0	0	3	2.5	49.05	7.05

Table 9 clearly demonstrates that only 2.5% of the respondents had positive attitude, which 97.5% had unfavorable attitudes toward the PD programme. The calculated mean score is 49.05, also show negative attitudes of the majority of the respondents. The calculated standard deviation of the total scores of the attitudes of the respondents is 7.05, which also shows the negative attitude of the respondents.

In relation to attitude and motivation of instructors to PD, Mosha (2006) concludes that an instructor is responsible for being proactive in seeking opportunities for his/her own. Academic's motivation is the most important of all factors that affect practitioners' attitude towards and commitment to PD activities. An instructor's intrinsic drive towards self improvement cannot be matched with any amount of pressure from the educational managers. To this end, for real PD to be effective, the instructor herself/himself has to perceive it positively. Briefly, the instructor has to recognize the need to grow professionally (Mosha, 2006). In other words, PD is an inherent process and is strongly connected to the practitioners' desire for growth and change. An imposed or top down PD effort is subject to failure if the practitioner has no positive attitudes towards it.

Attempts were also made to look into the attitude of instructors towards the PD programme according to sex, academic rank, and experience in teaching and colleges/schools. The results are presents in the Tables 10, 11, 12 and 13 below.

Table 10: Attitudes according to sex

	Source of variations	Sum of Squares	Df	Mean Square	F	Sig.
Sex	Between Groups	37.43	1	37.43	.750	.388
	Within Groups	5984.28	120	49.87		
	Total	6021.71	121			

Table 10 above shows that the calculated F-value for sex is not significant at 0.05 level, which shows respondents' attitudes towards the PD programme was identical for both male and female academic staff.

Table 11: Attitudes according to academic rank

	Source of variations	Sum of Squares	Df	Mean Square	F	Sig.
Academic rank	Between Groups	158.17	5	31.63	.626	.680
	Within Groups	5863.54	116	50.55		
	Total	6021.71	121			

As shown in Table 10, there is insignificant attitude according to academic rank. Thus, respondents' attitudes towards the PD programme according to sex and academic ranks have found to be identical in the case of the Haramaya University.

Table 12: Attitudes according to teaching experience

Source of variations		Sum of Squares	Df	Mean Square	F	Sig.
Experience in teaching	Between Groups	422.41	2	211.21	5.001	.011
	Within Groups	5538.52	119	42.16		
Total		5960.93	120			

The above table shows that teaching experience has significant impact on attitudes, which implies that attitudes towards the PD programme different on teaching experiences. The post-hoc analysis of variance further verified that staff members with less of experience of teaching had positive attitudes compared to relatively more experienced academic staff members. They agreed with the findings of other studies conducted on PD. For example, Smith and Gillespie (2007) also found that instructors changed attitudes towards the PD programme after years of experience and improvement of level of education.

Table 13: Attitudes according to colleges

Source of variations		Sum of Squares	Df	Mean Square	F	Sig.
College	Between Groups	160.18	9	17.80	.340	.960
	Within Groups	5861.53	112	52.34		
Total		6021.705	121			

Table 13 shows that there are no differences of attitudes across different colleges. Studies, however, show that attitudes were shaped by complex interrelationships between local structural and cultural factors (within and between institutions) and teachers' career stage, age and subject affiliations. Moreover, the status, knowledge and approach of the PD coordinator (senior management team more generally) could affect positively or negatively, instructors' attitudes towards and understandings of PD activities (King, 2004). In this case, although the College of Agriculture had relatively longer experience in teaching, research and extension services than other colleges, there is no difference of attitude among instructors. Similarly, although it is assumed that the College of Education and Behavioral Sciences instructors

have more acquaintance of the PD practices; there is no difference between attitudes of the instructors in the College and other colleges. In general, there are no differences attitudes attributed to variables related to colleges and experiences.

D) Improved Practices at Haramaya University as the Result of the PD Programme

An attempt was made to investigate the extent to which the PD programme improved aspects of academic program deliberation and institutional development as a whole. Respondents were asked to report changes they had noticed in the professional competencies of instructors and institutional culture, as a result of PD opportunities. That is, the respondents were asked to report the degree of their satisfaction about the professional development effort and the duration of time instructors spent on PD activities, and to give justification for their involvement in PD. The following three tables summarize data generated from the respondents.

Regarding their satisfaction about the professional development efforts, the respondents were asked to rate degree of their satisfaction in the previous 5 years using Likert scale which ranged from 1 (a very little) to 5 (a very great). Table 14 indicates their responses.

Table 14: Instructors' satisfaction of the PD milieu in the previous 5 years

	N	Minimum	Maximum	Mean	Std. Deviation
Your professional development	122	.00	5.00	2.63	1.48
Your promotion prospects	122	.00	5.00	2.23	1.60
Your teaching skills	122	.00	5.00	2.95	1.47
Your self-confidence/self-esteem	122	.00	5.00	3.09	1.59
Your desire to learn more	122	.00	5.00	3.21	1.62
Students' learning outcomes	122	.00	5.00	2.87	1.50
Your leadership skills	122	.00	5.00	2.71	1.52
Aggregate mean				2.86	

As shown in Table 14, the calculated aggregate mean score is 2.86, which show that most instructors were satisfied with PD programme (n = 122). The table also reveals that although other sectors seem higher than the average value with regard to their promotion prospects, instructors seem relatively dissatisfied. Moreover, instructors' improvement in developing leadership skills was not carried out when compared to other dimensions of the PD plan. This indicates that although the majority of the respondents had unfavorable attitudes towards the planned PD training, once they involved, they developed interest in the activities and contents of the PD trainings.

Moreover, instructors' responses related to the duration of time spent PD activities are presented below.

Table 17: Range of time spent on PD activities

	N	Minimum	Maximum	Mean	Rank
Increasing subject knowledge	122	1.00	6.00	2.51	2 nd
Improving teaching skills	122	1.00	6.00	1.91	1 st
Extending leadership/management skills	122	1.00	6.00	4.17	4 th
Developing other professional skills	122	1.00	6.00	3.88	3 rd
Personal career development	122	1.00	6.00	4.26	6 th
Reflecting on values	122	1.00	6.00	4.21	5 th

Respondents' ranking the duration of time they spent on the different PD activities show that improving teaching skills received the longest time spent on subject knowledge. On the other hand, responses indicate the personal career development and reflecting on values received the least duration of time. From this, it can be concluded that instructors were committed to use PD initiatives as a means for improving subject and pedagogical knowledge and skills.

Table 18: Range of reasons for the instructors' involvement in PD programme

	N	Minimum	Maximum	Mean	Rank
Personal interests	122	1.00	6.00	3.98	5 th
Performance management targets	122	1.00	6.00	3.99	6 th
Institutional development plan	122	1.00	6.00	2.88	2 nd
PDP coordinating office action plan	122	1.00	6.00	3.63	3 rd
Local priorities/initiatives	122	1.00	6.00	3.75	4 th
National priorities/initiatives	122	1.00	6.00	2.75	1 st

The above table demonstrates that instructors involved in the PH programme because of the national priorities and institutional development which ranked first and second respectively. On the other hand, personal interest and performance management target were given fifth and sixth ranks respectively. The result, thus, reveals that personal interest in PD plan was given the least priority. It is frequently mentioned that personal interest

and institutional development initiative should be compromised and balanced in a given PD plan and deliberation (King 2004 & Leu, 2004).

What is more, the respondents were interviewed to report the contribution of the PD programme to the improvements of the individual instructors and the institution. An interviewee reported:

In this regard, there is some optimism. A number of higher officials, including the university's top management have recently taken the initiatives to participate in training through PGDHET. The fact that these officials are from the non-teaching background may promote the idea and importance being certified teacher. This would definitely improve individual performance, academic practices and contribute a lot in providing quality education (MH: March, 2011).

Another respondent underlined:

At the idea level, the trainings through these centers/ programs were very helpful. However, in practice I am skeptical whether these professional trainings brought some differences on instructors' competencies, institutional improvement and on the way of students learning. It is my experience to notice that many instructors still use the traditional approaches to teaching and learning including those who participated in professional development training(ZD: March, 2011)

From the above comments, one can learn that different individuals could reflect their degree of satisfaction differently. Essentially, the training is for adult; and adults vary in motivation and feeling since they have diverse experiences (Glickman *et al.*, 2007).

As Griffin (1983) is cited in Guskey (1986), the main aim of PD is to alter professional practices, beliefs and understanding of institutional personnel, which ultimately result improvement of student learning (Louks-Horsley, 1998). Most staff development programs are designed to change instructors' classroom practices, beliefs and attitudes, which in turn will bring changes in student learning outcomes which is assumed **owned** sustain quality education and seen as a means for institutional improvement. An interviewee remarked:

Professional development informs instructors. Informed instructors know how to do things effectively even in changing situations. They know their own limitations, the limitations of their working contexts and what they can do in these limitations. They can make informed decisions. Through PD, instructors learn how to become professional practitioners. They stop (reduce) doing things intuitively and prefer doing things professionally in plausible or sensible manner. On the whole, professional development fosters instructors' understanding and practices. My experience, in this regard, reveals the same (GR: March, 2011).

Contrary to the above comment, one claims:

The impact of the professional development programme on my ability to manage institution's performance and classroom learning is small or not important as there are a lot of innovations at a time. We are always in trouble to prioritize the most useful one. If things will continue in the future in this way, it is really a waste of time; not a matter of using our time judiciously (MA: March, 2011).

In general, of the two interviewees, one rejected or did not accept the intended contribution of the PD programme to the institutional development. However, two agreed that the PD programme had positive contribution to the

improvement of the institution. Differences of views can be attributed the difference of experiences in faculties/schools/departments.

Riding (2001) described 'traditional' INSET as fragmented, unproductive, inefficient, unregulated ... and lacking in intensity and follow-up. According to Riding, the quality of PD courses can be extremely variable, regardless of cost, which is strongly criticized by instructors. One instructor expressed:

It was all very posh. We had little [few] notepads and pencils, and bottles of water on the tables. But I could have delivered a better course myself. It didn't tell me anything I didn't know (BK: March, 2011).

Although professional development training is considered a professional, data generated from the open-ended discussions show that the existing system of the professional development is top-down approach; dominantly characterized by *donor driven* than *demand driven*. It ignores the interest and the participation of instructors in material preparation as well as the institutionalization of the professional development program. Moreover, they strongly criticized the absence of needs assessment as a result of which the programme failed to meet their satisfactions. Overall, it is very difficult to know the qualitative and quantitative behavioural changes of the instructors that take place due to the professional development practices. According to Schifter, Russell, & Bastable (1999) regular follow-up support is an 'indispensable catalyst of the change process' in the implementation of the professional development endeavors.

Summary

The main purpose of this study is to analyze the existing teachers' professional development practices at Haramaya University. Specifically, it targets to seeking answers to the following basic questions:

1. What are the practices of the professional development initiatives at HU?
2. Do the provision of facilities and resources facilitate the implementation of the professional development programs?
3. To what extent does the current professional development meet the need of instructors?
4. What are the changes observed in the professional competencies of instructors and institutional culture, as a result of the PD programme?

Data collected based on these leading questions have revealed the following main findings.

Nature of the PDP

The data sources were asked to explain their understanding of the professional development in the context of their institutional settings. Their explanations found to be not in a complete harmony with the explanations given in the related literature. More strikingly, many of the academic staff members and leaders had not concerned the idea of the professional development. Contents included in the PD trainings and modules were not designed based on need assessment. Contents were reported to be fragmented, more general, poorly organized and not comprehensive. Furthermore, among all frameworks for professional development programs, training was found to be dominantly common practices. Two training centers/ programs, ADRC and HDP, were exclusively central at the delivery of the several types of teachers' professional development training. However, literature in the field of the professional development indicates several alternatives to the implementation of the programme. For example, Gordon (2004) and Glickman *et al.*, (2007) have given the following frameworks for

professional development: Training, Collegial Support, Reflective Inquiry, Teacher Leadership and External Support Frameworks.

Implementation of the Professional Development Program

With regard to the professional development practices, this study has shown that there is significant difference between what was planned and the implementation realities. The dreams and realities with regard to the teachers' professional development were found to be identical for both male and female. As whole, the university indicated in its blue print the allocation of adequate resources, provision of professional support from colleagues and program leaders, and the allocation of adequate time to facilitate the implementation of the PDP were not implemented in the implementation process of the PDP.

Relevance of the PDP

It has been found respondents' perceptions towards the principles of the professional development programs were positive. However, only 2.5% of them had positive attitude towards its implementation and none of them found to be indifferent to the professional development practices in place. Almost all of the respondents (97.5%) had unfavorable attitudes towards the professional development training practices. The analysis of variance, F-test, demonstrated that there were no significance differences among sex academic rank and study sites with regard to teachers' attitudes towards the professional development practices. However, F-value is significant for years of experience in the university. Relatively, young instructors had notably positive attitudes towards the professional development practices than the old instructors.

Improved Practices

Respondents believed that the professional development programme was helpful in improving their professional competencies. Instructors mainly preferred spending time on the professional development activities in order

to improve their teaching skills and subject matter knowledge. They indicated that they were involved in the various the professional development programs because it was institutional development plan and national priorities; but not because of their needs and interests. They show that their involvement in planning and implementing the professional development initiatives was either less regarded or totally overlooked. It has been found that the professional development practices had little or no contribution to the promotional prospects and career development perspectives.

Conclusions

To conclude, approach of the professional development programme was top-down and dominantly characterized by *donor driven* rather than *demand driven*. The instructors were not involved in materials preparation and institutionalization of the professional development program. Moreover, its needs assessment was not conducted which resulted in the dissatisfaction of the instructors. Moreover, it is difficult to know the behavioural change of the instructors as there were no tracer studies and follow-up activities. However, teachers across faculties and colleges had the view that professional development is effective if it is relevant and exercise in classrooms. Hence, it is not difficult to infer that there was a big gap between what had been expected from the professional development programs and what observed in the processes of its implementation. Most teachers disliked INSET. They were interested in new pieces of information and to be treated professionals. The teachers particularly disliked making presentation thinking that was 'patronizing', and which did not treat teachers as 'educated and knowledgeable'.

In a nutshell, there were no allocations of adequate resources and time and support received form leaders and colleagues, which greatly widen the gap between aspirations and realities in the implementation process of the professional development programme at Haramaya University.

Suggestions for Future Practices: Emergent Model for Teachers' Professional Development Program

Overall, from the findings traced and the general drawn conclusion, one can suggest an alternative, appropriate and agreed model that fits to the present conditions of Ethiopian Universities Academic Development. First, it is important to conduct need assessments. Second, follow-up system has to be designed in order to have adequate and reliable knowledge about the effect of the professional development initiatives. Then, it is important to have common vision in designing a teacher's professional development programme and professional development policy. To this effect, the researcher proposes an alternative model indicated below based on the findings of this study and insights gained from related literature.

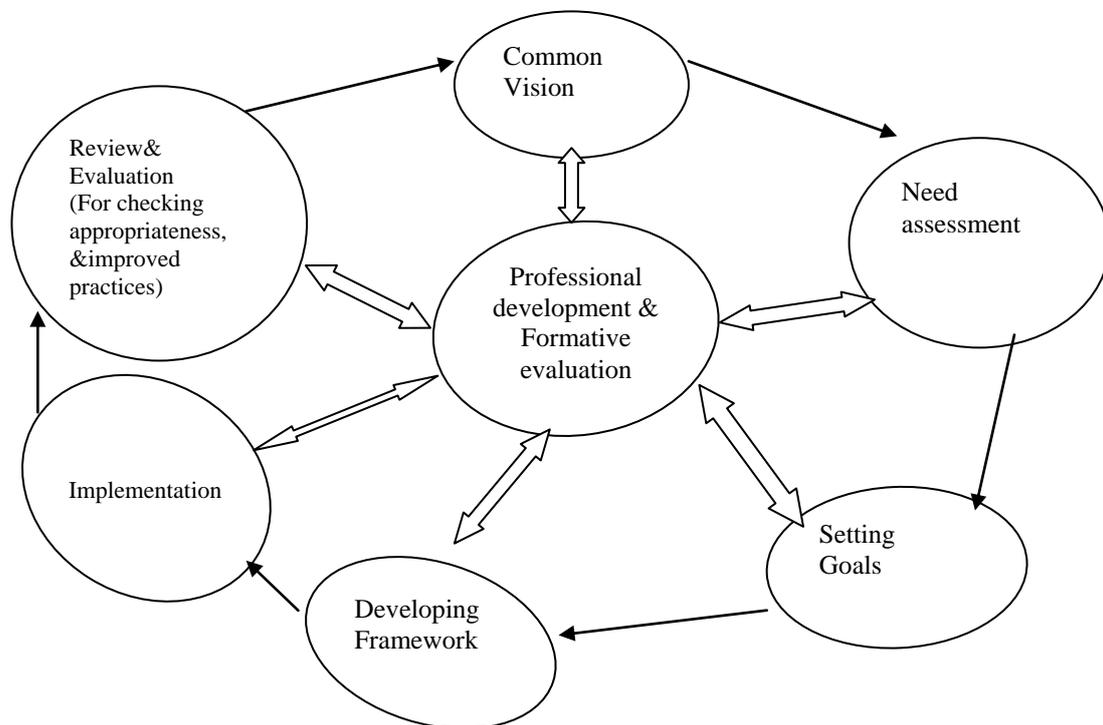


Figure 1: A model suggested for future deliberation of PDP in Ethiopian universities

Professional development and institutional improvement can be integrated in the program development model as indicated below in the figure. The model calls for three different types of continuous improvement. First, each of the six phases of the model includes an internal cycle of professional development and formative evaluation. Formative evaluation is intended to improve a program rather than judge its value. For example, after stakeholders have developed a tentative vision (phase 1), they complete a formative evaluation of their vision statement. Based on the evaluation, program developers may wish to revise the vision statement before moving on to the next phase of the model, assessing needs. Similarly, the needs assessment is evaluated and revised, if necessary, before moving on to the “establishing” phase, and so on. The presentation of the six phases of the model will be followed by the inclusion of some possible formative evaluation questions for each phase.

A second means for continuous improvement within the PD model consists of the “continuation” of each phase, once it is initiated. Using vision building, as an example, there will come a point in the program development process when stakeholders are ready to move on to the second phase, “assessing needs.” However, vision building does not end when needs assessment begins, rather it continues through each of the remaining phases of the program development. As vision building continues, more experience, better information, and deeper reflection will enable the vision to become more complete. The third means of continuous improvement is the fact that one program development cycle leads to another. Eventually, the six-phase model ends with review and evaluation, but the end of one cycle simply initiates the beginning of a new cycle. The next cycle may lead to minor or major program revisions, or an entirely new program.

In a nutshell, the Ethiopian university education system must overcome the dual challenges of academic PD: namely, the past problems of inattention and the new challenges of globalization. Past problems are characterized by inattention and inaction of all parties particularly by government agencies and higher education institutions. On the other hand, higher education institutions should adjust themselves to the changing realities by abandoning

their conventional-static stance and adjust their organizational structure, curricula, research, and teaching, and opening their doors to creating a learning community (Teshome, 2004; Tesfaye, 2010) through PD endeavors.

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