

Alignment of Classroom Instruction with Assessment: The Role of Professional Teacher Training and Years of Teaching Experience: The case of Hawassa University

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Abstract: The purpose of this study was to investigate whether or not professional teacher training and years of teaching experience have a role in aligning classroom instruction with assessment. A total of 215 teachers were selected using a systematic random sampling technique from 14 departments of Hawassa University. In addition, 22 teachers were observed while teaching in the classroom. Adapted Assessment Experience Questionnaire (AEQ), Shihab Jimma (2011); the Assessment for Learning Measurement Instrument (AfLMI), Larry, Michael, and Zita (2013); and self-developed observation items were employed to gather data. The data were analyzed using descriptive and inferential statistics. The descriptive analysis as a whole revealed nearly similar but slightly higher mean scores for theoretical knowledge (Mean=3.23) than skills (Mean=3.10) in the alignment of classroom instruction with assessment. An independent-samples t-test yielded a statistically significant difference between teachers who were professionally trained and untrained along the dimensions of knowledge and skills of implementing the alignment of classroom instruction with assessment. One-way analysis of variance showed that there was no statistically significant difference in the knowledge and skills of implementing the alignment because of the level of teachers' professional training (Certificate, Diploma, Bachelor's Degree, Master's Degree, and PhD). Similarly, no statistically significant difference was found in the knowledge and skills of implementing the alignment of classroom instruction with assessment along the dimensions of years of teaching experience. It was recommended that emphasis should be given to enhancing teachers' knowledge and skills in implementing alignment between classroom instruction and assessment; strategies should be designed to minimize the challenging factors that hinder the practical implementation of the alignment, and frequent capacity-building strategies, supported by strong supervision, seem to be crucial.

Keywords: Alignment, Knowledge, Professional teacher training, Skill, Teaching experience, Classroom instruction, Instructional assessment

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Introduction

From the general perspective of teaching and learning, the alignment of classroom instruction and classroom assessment, and the extent to which teachers demonstrate this, have both theoretical and practical implications for supporting successful learning (Papay & Kraft, 2015). Recent studies confirmed that proper alignment between classroom instruction and assessment shapes meaningful learning and helps students to understand what they are expected to learn (Sewagegn, 2020). Also, if the alignment between classroom instruction and assessment is properly done, it helps teachers track student progress and identify students who need additional support (Genon & Torres, 2020).

Research findings argue that a critical aspect of high-quality classroom assessment is the alignment of assessment activities with objectives focusing on student learning (Ayala et al., 2008). This is because, according to Stiggins and Chappuis (2008), Valencia (2008), and Wiley (2008), alignment is crucial for students' understanding of learning objectives and the assessment criteria that will determine their progress relative to the objectives. Here, the key activities in the alignment are the components in the teaching system, especially the teaching methods used and how the assessment tasks are aligned with the learning activities. Previous research findings by Erasme Rwanamiza (2009) and Shihab Jimma (2011) identified that among the factors that contribute to improving students' learning at different levels of education, one is the alignment of instructional activity with the instructional assessment. Jentsch and König (2022) reported that teacher competence is one of the most influential factors that explain student learning. Moreover, these authors stated that since teaching is a complex and multi-dimensional endeavor, teachers need to have sufficient knowledge and skills to handle the requirements of their everyday situations. In a similar study, Podolsky, Kini, and Darling-Hammond (2019) argued that understanding the relationship between teacher experience and effectiveness is critical for ensuring that policymakers equitably allocate teachers across the education system.

That being the situation, the question is the extent to which a professionally trained teacher and years of teaching experience contribute to the alignment of classroom instruction with assessment so as to enhance students' academic success.

Among the researchers in favor of professional training as a contributor to students' academic success, Cosentino and Sirdharan (2017) argued that in sub-Saharan Africa, teachers' pedagogical knowledge and qualifications significantly improved students' academic success. Similar findings depicted that a trained teacher has better skills and techniques to be applied for better academic achievements of learners (Ulla, 2018); better teaching skills can produce students' interest in a particular subject (Giovazolias et al., 2019); trained teachers have better communication, teaching and critical thinking skills (Behroz-Sarcheshmeh et al., 2017); teacher training provides a solution for educational problems (Schütze et al., 2017); students of professionally trained teachers will achieve higher academic results and the interest of learning will also increase (Wuryaningsih et al., 2019). More importantly, Nzarirwehi et al. (2019) compared the academic achievements of students taught by trained and untrained teachers, and the result showed that students who learned from trained teachers got higher academic achievements than those taught by untrained teachers. Further, teachers who have undergone training responded to the students in a better way as compared to those who have not (Özüdogru, 2020). On the other hand, a few research findings identified that being professionally trained as a teacher does not affect academic success. For example, "being qualified" does not necessarily equate with success in teaching (Bengtsson et al, 2020), and teachers' certification was found not to affect students' academic achievement (Palardy & Rumberger, 2008).

Similar to the contribution of professional teacher training in enhancing students' academic success, several research findings have identified a positive relationship between years of teaching experience and students' academic success. For example, there is a linear relationship between teachers' years of experience and the quality of teaching, which signifies

that teachers' teaching experience has a contribution for academic success (Brandenburg et al., 2016). Similarly, Kini and Podolsky (2016) and Klassen and Chiu (2010) reported that teaching experience is one of many factors influencing the quality of teaching. Thus, according to these authors, teachers' teaching experience is positively associated with student success that can be witnessed by better test scores, academic participation, and school attendance. On the contrary, several study findings reported that teachers' years of teaching experience do not affect students' academic success (Palardy & Rumberger, 2008). Similarly, teachers' teaching experience has little bearing on their effectiveness after about two or three years following the beginning of their career (Henry et al., 2011; Rice, 2013). Furthermore, teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off (Rice, 2013).

In contrast to the above findings, which contend that years of teaching experience are an important factor for aligning instruction and assessment, other studies report a complex relationship between a range of factors that are non-linear but cyclical. Patterson (2011), for example, argues that the complex relationship has resulted in mixed findings which have been complicated by the range and incomprehensibility of measures used in research, and also by the inconsistency in the conceptualization of teaching quality and the nomenclature used to describe categories of experience. Because of these inconsistent findings, researchers such as Harris and Sass (2011), Kraft and Papay (2014), and Ladd and Sorensen (2017) reported that whether or not teachers continue to learn as they gain additional experience in the classroom remained a debatable issue. Similarly, Papay and Kraft (2015) found that teachers experience rapid productivity improvement early in their careers. However, they also found evidence of returns to experience later in the career, indicating that teachers continue to build human capital beyond these first years.

According to the observations and experience of the writer of this paper, when teachers are recruited to teach at different levels of education,

specifically in the higher education institutions of Ethiopia, more emphasis is given to their subject area specialization than to professional qualification as a teacher. Supporting evidence reported that some countries hire unqualified and/or untrained teachers to fill the gap related to the shortage of teachers (ADEA, 2016). Globally, in 2018, eighty five percent of primary school teachers were professionally trained, whereas in sub-Saharan Africa, only sixty-four percent of primary and fifty percent of secondary school teachers were professionally trained (Global Education Monitoring Report Team, 2018).

If a teacher wants to know how much and to what extent his/her students are learning the given subject matter, assessing the learning outcome both in formal and informal ways becomes essential. This simple and profound reality makes the alignment of classroom instruction with classroom assessment a core issue in facilitating students' academic success. Unless the teacher checks whether the expected instructional objectives are achieved or not, the process of teaching and learning may not be successful. White and Delany (2019) argued that if an assessment is properly aligned with the curriculum and reflects the tasks that students performed in class, then the assessment will have positive washback on students' learning by encouraging them to use a deep approach to learning since that is what the assessment requires of them. The preceding arguments led the writer of this paper to conclude that, "for a good teacher, it is a necessity to know how to assess the academic performance of her/his students as much as s/he knows how to teach effectively".

Several studies were conducted on the purpose and importance of instructional assessment. For example, Girma and Samuel (2021) studied the assessment of educational quality and associated factors, while Sintayehu and Ashenafi (2020) investigated the practices of assessment *for* learning in Ethiopian Higher Education Institutions. Teshome (2015) also studied the practices of student assessment. Furthermore, Wolde (2016) examined the implementation of continuous assessment, while Tefera et al. (2018) researched the issue of making sense of quality

teaching and learning in higher education in Ethiopia. All these studies and the reviewed literature highly emphasized the contribution of instructional assessment in improving students' learning. However, the role and contribution of professional teacher training and years of teaching experience to aligning classroom instruction with assessment and its effect on students' academic success in Ethiopian Higher Education context remained untouched. Furthermore, although university teachers are knowledgeable in the content/subject matter of their field of specialization, the writer of this paper observed academic deficiencies of students which might be because of inability of teachers in creating a proper alignment between classroom instruction and assessment. Thus, it seems appropriate to investigate the role of professional teacher training and years of teaching experience in the alignment of classroom instruction with assessment that could facilitate students' academic success.

Based on this general purpose of the study, the following specific objectives were set for further investigation. These were to:

1. Examine the extent of teachers' knowledge of aligning classroom instruction with assessment.
2. Compare teachers (those who passed through formal teacher training programmes and those who did not) regarding their knowledge of aligning classroom instruction with classroom assessment.
3. Compare teachers (those who passed through formal teacher training programmes and those who did not) regarding their skills in aligning classroom instruction with classroom assessment.
4. Compare teachers' knowledge and skills of aligning classroom instruction with classroom assessment along the dimensions of level of professional training.
5. Compare teachers' knowledge and skills of aligning classroom instruction with classroom assessment along the dimensions of years of teaching experience.

Significance of the Study

In the Higher Education Institutions of Ethiopia, it is reported by different concerned bodies that the quality of education and students' academic performance is deteriorating from time to time. To curb this academic crisis, one of the strategies is improving the teaching-learning process through aligning the instructional process and instructional assessment. To this effect, from the findings of the present study,

- University instructors benefit if appropriate capacity-building training is provided based on the gaps identified in the alignment of classroom instruction and assessment.
- Colleges and departments responsible for teacher education can benefit by making appropriate interventions to fill the gaps identified in the alignment of instruction with assessment.
- Furthermore, from the findings of the present study, education policy designers, University management bodies at all levels, and students can be beneficiaries.

Operational Definition of Terms

Alignment - A process of pairing to ensure teaching methods, learning activities (curriculum), and evaluation tools (assessments) are consistent to enhance students' learning.

Instructional activity - The method employed by the teacher in the classroom to transfer knowledge, skills, and attitudes to students to achieve the instructional objectives desired.

Instructional assessment – A procedure employed by the classroom teacher to check whether the lesson (the teaching – learning process) is carried out as intended.

Knowledge – Theoretical concept/knowledge that a teacher has regarding the alignment of classroom instruction with assessment.

Professional teacher training – Training that teachers have received to be a teacher at any level of education. For example, a qualified teacher at a certificate level, Diploma level, first degree level, Master's level, or PhD level.

Skills – Teachers' practical ability to align classroom instruction with assessment during classroom instruction.

Teaching experience – The number of years that the study participant teachers served as teachers.

Methodology

Design of the Study

A cross-sectional survey design was employed for the study. This is because it is quick, inexpensive, and efficient for getting a "snapshot" of a population at one time. Furthermore, this design helps to determine the proportion of respondents in the population that are trained and untrained, and those experienced and inexperienced in the teaching profession.

Description of the Study Area

The setting of the study was Hawassa University, located in Sidama Regional State, Ethiopia.

Study Population

The population of the study was 476 active teachers working in 28 departments of 4 colleges in the main campus of Hawassa University, Ethiopia.

Sample Size and Sampling Procedure

A multistage sampling procedure was employed to get a representative sample of research participants. From the total population of 476 teachers,

218 were sampled using systematic random sampling method. In addition, 22 teachers (professionally trained=8 and professionally untrained=14) were randomly selected for classroom observation.

Formula for sample selection (Israel, 2009, p.4)

$$n = \frac{N}{1 + N(e)^2}, \text{ where } n = \text{sample population,}$$

N = the total target population

e = sample error (at 5%)

Thus, $n = \frac{476}{1 + 476(0.05)^2}$

$$n = 218$$

Data Gathering Instruments

For the quantitative survey design, adapted Assessment Experience Questionnaire (AEQ) items from Shihab Jimma, 2011, and Assessment for Learning Measurement Instrument (AfLMI) items from Larry Ludalow et al., 2013, were employed. Classroom observation on how and to what extent teachers align classroom instruction with assessment was conducted while the teachers were teaching. For this, 15 self-developed observation items with a proper checklist were employed.

To validate the instrument, a pilot study was conducted on 35 randomly selected teachers from Wondo Genet Forestry College of Hawassa University, which was not part of the main study. Content and construct validity were checked by experts from the field of education, particularly Psychology. Furthermore, the reliability of the instrument was tested using

Cronbach's alpha reliability test, which yielded 0.89 for the knowledge subscale, 0.80 for the skills subscale, and 0.87 for the role of professional teacher training and teaching experience subscale. Based on the results of the pilot test (specifically of internal consistency), some items were modified in language and content to fit the research objectives set; others that did not fit the research questions were discarded, and some new items were added.

Thus, the adapted and self-developed 33 questionnaire items with a five-point Likert scale (16 items that measure teachers' knowledge of alignment, 7 items that measure how teachers perceive their skills of alignment, and 10 items that measure the role of professional teacher training and teaching experience) were employed for the final data collection.

Data Management and Analysis

To fill out the questionnaire, 218 teachers were selected using a systematic and proportional random sampling technique. Of these, 215 filled out the questionnaire properly, making the response rate 98.6%. For classroom observation, 22 randomly selected teachers were observed while teaching. Data were analyzed using descriptive analysis for the demographic data and inferential statistics to compare the study variables with the research questions using t-test and one-way analysis of variance (ANOVA).

The data were checked to determine whether the t-test and ANOVA to be employed fit the core assumptions. The data for the t-test were found to be independent, normally distributed within each group, categorical, and randomly selected. Similarly, the data for ANOVA were checked and found to fulfill the core assumptions (independence of observations, normality, homogeneity of variance, and continuity), ensuring the appropriateness of the tools.

Before administering the final instrument, written ethical clearance with a reference number COE-REC/014/2024 was obtained from the College of Education and Behavioral Sciences Research Ethics Review Committee. Furthermore, the research participants filled out a consent form to confirm that they were participating in the study willingly.

Result

Table 1: Sociodemographic characteristics of respondents

Formal professional teacher training		Frequency	Percent
Valid	Yes	67	31.2
	No	148	68.8
	Total	215	100
Level of Professional teacher training	Certificate	4	6
	Diploma	14	20.9
	BA Degree	38	56.7
	MA Degree	7	10.4
	PhD	4	6
	Total	67	100
Years of teaching experience	1-5 years	85	39.5
	6-10 years	53	24.7
	11-15 years	46	21.4
	16 years and above	31	14.4
	Total	215	100

As shown in Table 1, of the total 215 respondents, those certified with formal professional teacher training account for 67 (31.2%). Of these, 4 (6%) were certificate holders, 14 (20.9%) diploma holders, 38 (56.7%) bachelor's degree holders, 7 (10.4%) master's degree holders, and 4 PhD degree holders. From these 67 professionally trained teachers, the highest proportion (38 or 56.7%) were bachelor's degree holders, and the least were certificate holders and PhD degree holders (4 or 6%), respectively. Of the total 215 respondents, 85 (39.5%) had a teaching experience of 1-

5 years, while 53 (24.7%) had 6-10 years of teaching experience. From the remaining, 46 (21.4%) had taught for 11-15 years, whereas 31 (14.4%) had taught for over 16 years. One can understand from this that the majority of the participants did not complete formal teacher training programmes.

Knowledge and Skills of Alignment between Classroom Instruction and Assessment

Table 2: Results of respondents' knowledge and skills in aligning classroom instruction with assessment

	N	Minimum	Maximum	M	SD
Knowledge	215	1.13	5.63	3.23	1.18
Skills	215	1.14	4.86	3.10	1.00

In Table 2 above, the data for teachers' knowledge and skills of aligning classroom instruction with assessment were gathered through close ended questionnaire. The result was almost average but a bit higher for theoretical knowledge (Mean score=3.23) than for the skills of implementation (Mean score=3.10). This result signifies that even though teachers are not effectively implementing the alignment between instruction and assessment, they assume that they have sufficient knowledge of how to align instruction with assessment.

Table 3: Results of the t-test comparing trained and untrained teachers in their knowledge and skills in aligning classroom instruction with assessment

Scale	Group	N	M	SD	T	p	Cohen's d
Knowledge	Trained	67	4.13	0.65	t(213)=8.80	< .05	1.01
	Untrained	148	2.82	1.14			
Skill	Trained	67	3.48	0.63	t(213)=3.84	< .05	0.97
	Untrained	148	2.93	1.10			

An independent-samples t-test was conducted to compare professionally trained and untrained teachers in terms of their knowledge of alignment of classroom instruction with assessment. The result showed that there was a statistically significant difference between professionally trained (Mean=4.13) and untrained teachers (M=2.82) ($t(213) = 8.80, P < .05$). The magnitude of effect size differences in the means (mean difference = 1.31, 95% CI: 1.01 to 1.60) was very high (Cohen's $d = 1.01$). Similarly, an independent-samples t-test revealed a statistically significant difference when professionally trained and untrained teachers were compared in terms of the skills of implementing alignment of classroom instruction with assessment during teaching. The result depicted a statistically significant difference between those professionally trained (Mean=3.48), and those untrained (Mean=2.93, ($t(213) = 3.84, P < .05$). The magnitude of the differences in the means (mean difference = .55, 95% CI: .28 to .83) was high (Cohen's $d = .97$). Findings of the mean score values and the t-test analysis signify that those teachers with professional training have better knowledge and skills of aligning classroom instruction with assessment in the teaching learning process.

Table 4: Results of ANOVA comparing teachers' knowledge and skills in aligning classroom instruction with assessment in terms of levels of professional teacher training

Scale		Sum of Squares	df	Mean Square	F	Sig.
Knowledge	Between Groups	4.88	4	1.23	.83	.51
	Within Groups	91.09	62	1.47		
	Total	95.96	66			
Skill	Between Groups	6.546	4	1.64	1.34	.28
	Within Groups	77.05	62	1.24		
	Total	83.60	66			

Based on the level of teachers' professional training (certificate, diploma, bachelor's degree, master's degree, and PhD), a one-way between-groups analysis of variance was conducted to determine whether there was a significant difference in the level of professional teacher training in teachers' knowledge of the alignment of classroom instruction with assessment (Table 4). Results indicated that there was no statistically significant difference ($F(4,62)=1.23, p>.05$) in the level of professional training. Within the same table, a one-way between-groups analysis of variance was also conducted to determine whether there was a statistically significant difference between the level of professional teacher training and teachers' skills in aligning classroom instruction with assessment. No statistically significant difference was observed here as well ($F(4,62)=1.64, p>.05$).

From these findings, one can conclude that even though trained teachers have better knowledge and skills in the alignment of classroom instruction with assessment (Table 3), a statistically significant variation was not observed between respondents.

Table 5: *Results of ANOVA comparing teachers' knowledge and skills in aligning classroom instruction with assessment along the dimensions of years of teaching experience*

Scale		Sum of Squares	df	Mean Square	F	Sig.
Knowledge	Between Groups	3.98	3	1.34	.94	.41
	Within Groups	292.09	211	1.38		
	Total	296.07	214			
Skill	Between Groups	5.15	3	1.72	1.72	.16
	Within Groups	210.92	211	1.00		
	Total	216.09	214			

In Table 5 above, one-way between-groups analysis of variance was conducted to determine whether there was a statistically significant difference in years of teaching experience along the dimensions of awareness/knowledge and skills of implementing the alignment of classroom instruction with assessment. The results showed that there was no statistically significant difference ascribed to teachers' knowledge ($F(3,211)=1.34$, $p>.05$) and respondents' years of teaching experience ($F(3,211)=1.64$, $p>.05$) in aligning classroom instruction with assessment.

Discussion

It was found that the respondents as a whole have a nearly average score for knowledge (Mean=3.23) and skills (Mean=3.10) in aligning classroom instruction with assessment (Table 2). This finding agrees with several previous research findings, such as, the necessity of compatible cognitive knowledge with the standards of assessment to support students to be competent (Bhola et al., 2003); the value of aligning teaching and

assessment with the scope of curriculum (Martone & Sireci, 2009); the contribution of effective implementation of continuous assessment to assure quality education (Sintayehu & Ashenafi, 2020); and the contribution of alignment of assessment strategies with teaching strategies for teachers to assess their own performance and effectiveness as well as to monitor students' performance (Birhanu 2013, Desalegn, 2014).

It is believed that professional qualities of teachers can be achieved as a result of teachers' professional training. The study disclosed that only 67 (31.16%) of the respondents had passed through a professional teacher training programme. This might be the reason why a statistically significant difference was found when professionally trained teachers were compared with untrained teachers along the dimension of their knowledge and skills of aligning classroom teaching with assessment (Table 3). The discrepancy observed between the professionally trained and untrained teachers may hinder teachers' efficiency and effectiveness in both the knowledge and skills of aligning classroom instruction with assessment.

The present finding that showed the role of professional teacher training in enhancing knowledge and skills of aligning classroom instruction with assessment further confirmed the previous study results found by Cosentino and Sirdharan (2017); Bold et al., (2017); Ulla (2018); Giovazolias et al., (2019); Behroz-Sarcheshmeh et al., (2017); Schütze et al., (2017); Wuryaningsih et al., (2019); Nzariwehi et al. (2019) and Özüdogru, (2020) that depicted being a trained professional teacher can increase teachers capacity of effective teaching that may enhance the alignment of classroom teaching with assessment. On the other hand, the present finding did not support the early findings of Bengtsson et al. (2020) and Palanty and Rumberger (2008), which argued that being trained professionally as a teacher has no significant contribution to successful teaching and students' academic achievement.

Although previous research findings (for example, Giovazolias et al., 2019; Nzairwehi et al. 2019 & Özüdogru, 2020) argued that students' academic success in general depends on teachers professional training and years of teaching experience, in the present study a statistically significant difference was not found between the contribution of the levels of professional teacher training (certificate or degree of any level) and years of teaching experience in aligning classroom instruction with assessment. This finding supports the previous study of Bengtsson et al, (2020) that stated "being qualified" does not necessarily equate to success in teaching, and teacher certification did not affect students' academic achievement (Palardy & Rumberger, 2008). Different studies support this arguing that teachers' experience has little bearing on a teacher's effectiveness after about two or three years at the beginning of the career (Henry et al., 2011; Rice, 2013 & Rivkin et al., 2005); total years of experience do not affect student academic achievement (Palardy & Rumberger, 2008); and that teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off (Rice, 2013). The finding of this study did not support the findings by Brandenburg, et al., (2016) that argued there is a linear relationship between teachers' years of experience and alignment of instruction and assessment, which is a factor in improving students' learning; and teachers teaching experience has a contribution to students' academic success which might be the result of aligning classroom instruction with assessment (Global Education Monitoring Report Team (2018).

Conclusion

The findings of this study contribute to identifying the gaps observed in aligning classroom instruction with assessment. The following conclusions are thus made based on the results.

- In the survey responses, a significant number of respondents reflected that they have sufficient knowledge of aligning classroom

instruction and assessment, and its contribution to enhancing students' learning and the quality of education as a whole. The respondents also reported that they are knowledgeable in aligning classroom instruction with assessment. This implies that teachers have no knowledge gap in aligning instruction with assessment. If other factors are going well (not part of this study to mention), teachers have no deficiency of knowledge to align classroom instruction with assessment.

- A serious gap was observed between the teachers' responses to the questionnaire items and their actual practices in the classrooms. This might be because teachers have a skills gap or lack the interest to put what is in mind into practice in terms of aligning classroom instruction with assessment.
- From the findings of classroom observation, it was learned that teachers have more deficiencies in practical skills than theoretical knowledge. This situation may demand the revisiting of teacher training programmes to give emphasis to practical skills with close supervision.
- The absence of a significant difference in the level of training (certificate, diploma, bachelor's degree, master's degree or PhD) and years of teaching service in impacting the alignment of classroom instruction with assessment puts the value of training and experience in question and thus needs serious consideration.

Recommendations

Although the study participants reported that they have sufficient knowledge of the alignment of classroom instruction and assessment and implement it properly, the findings of the study (the observation report) did not indicate this. The following are recommendations forwarded in order.

- Hawassa University's colleges and departments have to design a mechanism to enhance teachers' skills in aligning classroom instruction with assessment.

- The above units have to organize formal and informal short-term training programmes to equip teachers with the practical skills of aligning classroom instruction with assessment. This has to be supported with frequent and close supervision of experts.
- The Education and Behavioral Sciences College of Hawassa University and the Department of Psychology, in particular, which are specifically responsible for building the capacity of teachers, have to support teachers in filling the gaps observed and also reactivate the Higher Diploma Programme (HDP) to prepare teachers for developing relevant and effective skills.
- Once a teacher takes up a teaching profession, it does not mean that he/she is competent forever; therefore, training at different levels is important to make her/him competent in a changing world.
- Further investigation is recommended on how the alignment is done along different fields of specialization, the nature of the professional training that teachers have, and the role of years of teaching service in facilitating the alignment. These variables are assumed to have their own role in the alignment of instructional activity and assessment.

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