Assessing the Impact of Implementation of Higher Diploma Program in Ethiopian Institute of Textile and Fashion Technology(EiTEX)

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Abstract: This article determine the Higher Diploma program trained and no-trained teachers' skills in classroom instruction as well as pinning to the possible bottlenecks that hamper the successful application of the training skills. On this research a descriptive survey research design and explanatory research method where both qualitative and quantitative data gathering methods and analysis were used.

The participants of the study were 20 HDP trained and 20 non-HDP trained teachers and 12 teachers on focused group discussion. The tools for collecting data or gathering data were: Questionnaire, classroom observation and Focused Group Discussion(FGD). In analyzing the quantitative data, statistical techniques of percentage, frequency count, mean and standard deviation were employed. The results indicate that HDP trained teachers were found to be better at reflective practice, implementing variety of active learning methods and assessment techniques than that of non HDP trained ones. However, both HDP trained and non HDP trained teachers have similar attitude towards the use of active learning methods and assessment techniques in their classrooms and it was found to be positive, since HDP trained teachers were found to be better at reflective practice, implementing variety of active learning methods and assessment techniques than that of non HDP trained ones.

Besides, independent sample t-test and chi-square were used. The data gathered through qualitative methods was categorized and analyzed on thematic basis as raised in the objectives and the research questions. Large class size, classroom arrangement, lack of resources, and students' passive involvement were mentioned as major challenges to the implementation of a range of active learning methods and assessment techniques. Thus, the university should strengthen the HDP training to promote reflective practice, implementation of active learning methods and use of assessment techniques.

Keywords: Implementation, Skills,active learning methods and assessment techniques.

1. Introduction

This article determine the Higher Diploma program trained and no-trained teachers' skills in classroom instruction as well as pinning to the possible bottlenecks that hamper the successful application of the training skills. A recent development in the national education system of Ethiopia since 1991 can be characterized by policy promises to effect major changes in the system. In 1994, the Ethiopian education and training policy was issued and a pledge/initiate was made to ensure four educational goals: Quality, access, relevance and equity [13] and [20]. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive ability and behavioral change by level, to adequately enrich problem solving ability and attitude, are some of the major problems of our education system [1]. The first action taken by Teacher Education System Overhaul (TESO) was designing curriculum material in modular approach Developing the culture of active learning and problem-solving approach of instruction [13]. To this end, the training of HDP comprises the

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following major teams: reflective educator, time management, active learning methods, continuous assessment, and action research. Ease of learning a subject and sustaining it for future use to solve any problems that arise in our interaction with the environment is most applaud benefit of learner centred methods of teaching. This is because, according to Ahmed (2013), active learning draws upon the concept of experiential learning where knowledge is constructed through the transformation of experience [2].

2. Objectives of the Study

2.1. General objective

The general objective of this study is to assess HDP graduates' implementation of expertise acquired from the training in comparison with non-HDP trained instructors.

2.2. Specific Objectives of the study

- Compare the reflective practice, knowledge, attitude and skills of using active learning methods and assessment techniques of HDP trained and non HDP trained teachers.

- Identify the major challenges that delay the implementation of Active learning methods and assessment techniques

3. Significance of Study

Since the HDP program is launched by Ministry of Education as a national agenda across all universities in Ethiopia, the study will indicate how much the program is successful in its implementation, particularly in the EiTEX. It will be used as a baseline for planning and implementing teacher development tasks by ministry of education and universities [7]. The study will be used as a means to confirm the efforts being made by teachers to ensure quality of education in the EiTEX. It will be used as a standing point for further implementation and impact studies focusing on the similar issues. The study will indicate the challenges that hinder active learning and continuous assessment methods so that the university and Ministry of Education (MoE) will be aware of these and take measures to improve these problems.

4. Statement of the Problem

The EiTEX has launched the Higher Diploma Programme as one of the major components for bringing about quality education. To this end, the institute's Education Quality Assurance and enhancement, the Capacity building and the Higher Diploma Candidates are investing a lot of their time, effort and resources for the overall success of the programme. Hence, assessing the outcomes of this programme on the instructional practice of instructors has a paramount importance in order to improve its way of delivery to the better, and to realize its objectives on the ground. However, the practical implementation of the principles HDP graduates have acquired from the HDP training have not yet been studied in their real classroom settings.

5. Review of Related Literatures

The Scholars in the field of teaching defined reflective teaching from different perspectives. Dewey defines reflective practice as an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light or the grounds that support it, and the further conclusions to which it tends [12]. From Dewey's perspective, when teachers are confronted

with situations, they should act either in routine or reflective ways. At one extreme, there are teachers who only follow set routines based on tradition, habit, institutional norms and expectations [13] and [20]. There is agreement among scholars about the importance of the teacher and competence in the teaching-learning process. The teacher is the heart of classroom instruction [5]. The effectiveness of the teacher depends on their competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors [17]. Reflection is widely accepted as important for teachers' professional development. Many studies have been carried out to study both experienced and novice teachers' reflection in their teaching practice, and different frameworks are developed to serve various research agenda [15]. Most importantly, self-reflection of once practice as a measure of improving the quality of teaching and learning will be helpful. This is based on the assumption that the more teachers make their classrooms and their teaching practices open to peer observation and assessment, the better the lesson they obtain to improve their practice and thus, improved student learning. This can be more consolidated when a teacher is ready to engage in a continuous professional reflection on his/her own practice [22]. Active learning includes all the components of the instructional process where students do something to realize the goals of learning. When students learn with the help of active learning strategies, they are not simply learning subject matters but they apply concepts and explore relationships between concepts, facts and contrasting points of views coming from different socio-cultural settings [5]. Elaborating this point, American Psychological Association, stated that the learning of complex subject matters is most effective when learning is an internal process of constructing meaning from information and experience(American Psychological Association (2010) . As compared to the traditional lecture based approach in which students are passive recipients of information, active learning strategies emphasize constructivist qualities such as independent inquiry and the structuring and restructuring of knowledge [16]. Assessment can be defined as the process of gathering the data and fashioning them into interpretable form for decision-making. It involves collecting data with a view to making value judgment about the quality of a person, object, group or event. Educational assessment is vital in teaching and learning process [3].

6.   Research Design

A descriptive survey research design was employed. Since it is useful to assess whether the HDP graduates at EiTEX implement the training they acquired or not. This method was selected because of its usefulness in explaining the existing situation or phenomenon based on samples that represent a population [9]. A concurrent mixed approach will be used to collect and analyze the data.

7.   Methodology

7.1.   Data Collection Instruments

Three methods were used to collect the data which were questionnaire, classroom observation and focus group discussion.

7.2.   Questionnaire

Self administered questionnaire was used to assess teachers' practice of reflective activity, active learning methods and use of assessment techniques. The aim of the questionnaire was to obtain data that would help to answer the research questions and to achieve the objectives of the study. It was prepared through consultation with related literatures. Separate questionnaire was prepared for teachers and students. Teachers questionnaire had four major components. These are background variables, implementation of reflective practice, practice of active learning methods and implementation of assessment techniques. The

result of cronbach's alpha on reflective practice of teachers was .756. The reliability of knowledge, attitude and practice of active learning methods was .585, .560 and .875 respectively. On assessment, .735, .799 and .375 reliability scores were obtained about knowledge, attitude and practice respectively. The cronbach's alpha for the practice of active learning method was .715 while it was .765 for the use of assessment techniques by their teachers.

7.3. Method of Data Analysis

Both quantitative and qualitative methods of data analysis were used to analyze the data. In the quantitative analysis, statistical techniques of percentage, frequency count, mean and standard deviation were employed. In addition, independent sample t-test and chi square will be used to identify group variations. The qualitative data was analyzed on thematic basis considering the research questions. Based on such analysis, the results was summarized and conclusions was made.

8. Data Analysis and Interpretation

- In this section, the data obtained was analyzed and interpreted.

- The data presentation is categorized as demographic variables, teachers as reflective practitioners, implementation of active learning methods and continuous assessment.

9. Demographic Profile of Participants

Variable	Sex of Respondents					
Variable	Female		Male		Total	
	N	Percentage	N	Percentage	N	Percetage
Instructors who are HdP trained	6	17.65	28	82.35	34	100
Instructors who are HdP trained	9	45	11	55	20	100
Education status BA/BSc	4	66.67	2	33.33	6	11.11
Education status MA/MSc	13	27.06	35	72.92	48	88.89
AP RIC	6	40	9	60	15	27.78
BES RIC	2	16.67	10	83.33	12	22.22
TC RIC	3	30	7	70	10	18.52
TP RIC	6	55.29	11	64.71	17	31.48

Table 1. **Demographic Characteristics of teachers**

As it is presented in Table 1 above, among HDP-trained instructors, most of the participants (82.35) were male instructors, where as few participants (17.65) were females. Regarding educational status of the respondents, majority (88.89) were second degree (master) holders. The rest (11.11) was first degree (BA/BSc) holders. Furthermore, more than 54 of the respondents were taken from the four RiC i.e. AP (27.78), BES (22.22),TP(31.48), and TC (18.52).

10. Reflective Practice

Variable	Category	N	Mean	Standard deviation	df	t	sign
Reflective	HdP Trained Teacher	20	45.85	5.45		2.0158	
Reflective	Non HdP Trained Teacher	20	41.20	8.25	38		0.043

Table 2. **Results of independent sample t-test on Reflective practices by teachers**

As can be seen in the table above, the mean of the HDP trained teachers ($M = 45.85$, $SD = 5.45$) on the practice of reflective activities was higher than the mean result of teachers who did not get the training ($M = 41.20$, $SD = 8.25$). Similarly, the t-value also indicated that there is a statistically significant difference between teachers who have gone through HDP training and those who haven't ($t = 2.049$, $df = 38$, $p < 0.05$). This shows that HDP trained teachers were found to be better in reflective practitioners than the non HDP trained ones.

11.   Active Learning Methods

Variable	Category	N	Mean	Standard Deviation	df	t	sign
Active Learning	HdP trained	20	28.12	5.75		4.01	
Active Learning	Non HdP trained	20	26.45	6.35	38		0.006

Table 3.   **Results of independent sample t-test on active learning methods by teachers**

On the use of active learning methods, teachers who got HDP training were found to have higher mean ($M = 28.12$, $SD = 5.75$) than non-HDP trained teachers ($M = 26.45$, $SD = 6.35$). Besides, the t-test result depicts that the difference between the two groups was statistically significant ($t = 4.01$, $df = 38$, $p < 0.05$). The result implies that on the implementation of active learning methods, teachers who had access for the HDP training frequently use a range of active leaning methods than those who hadn't.

12.   Attitude to Ward Using Active Learning Method

Variable	Category	N	Mean	Std. Deviation	df	t	sign
Attitude	Trained	20	23.94	5.737			
Attitude	Non trained	20	22.87	5.284	38	-1.56	0.075

Table 4.   **Results of independent sample t-test on teachers attitude towards active learning methods**

The above table presents that the mean score of teachers who have passed through the pipe line of HDP training ($M = 23.94$, $SD = 5.737$) was not found as such different from that of the mean score of non HDP trained teachers ($M = 22.87$, $SD = 5.284$). The t-test value ($t = -1.56$, $df = 38$, $p > 0.05$) was found to be statistically insignificant regarding the attitude of HDP trained and untrained teachers towards active learning methods. Such minor differences could be seen from the point of view that regardless of whether teachers got knowledge on active learning methods or not, their attitude towards ALMs remains the same. This, in turn, entails us that most teachers of EiTEX have positive attitude towards ALMs though they found it difficult to implement them in their respective classes.

13.   Results of Focus Group Discussion

The results of the focus group discussion (FGD) were analyzed thematically as raised in the objectives and the research questions.

13.1.   Active Learning Methods

HDP trained teachers responded that active learning method has a paramount benefit to students in developing self-confidence, self-reliance, sharing of ideas and experiences so that their communication skills have been reasonably improved.

Moreover, respondents underlined that active learning methods helped students in retaining knowledge and skills in a more complete and practical manner They went on saying that active learning methods are helpful in addressing the learning needs and/or preferences of all kinds of learners in an enjoyable way. Moreover, implementing active learning methods in instructional setting has also a number of advantages to the instructors. To begin with, according to the respondents, active learning methods have helped them to make their classes and/or lessons more socially inclusive; students of different learning styles (i.e. visual, auditory, kinesthetic) have been benefited from the lessons delivered through active learning techniques. Besides, the instructors claimed that active learning methods promote their continuous assessment in order to see how well the students are progressing with the lesson/s. They also reflected that they were able to evaluate their own professional practices and their colleagues' practices. In other words, the instructors' reflective behavior has been improved.

Data gathered from non HDP trained instructors regarding active learning methods revealed that in principle, they believed that active learning methods are more effective than traditional lecture method in terms of helping students learn better. They agreed that active learning methods avoid students' dependence on their teachers; learners can develop the habit of learning by doing and learning from each other. They can also foster their confidence, public speech and social interaction skills Diversity of ideas, feeling and knowledge can be obtained if all the learners are engaged in the discussions. They further explained that it is also helpful for teachers to cover lengthy courses within a short time. Most participants of the discussion, therefore, claimed that they make an endeavor to use active learning methods with respect to the differing realities of the courses they offer. However, the researchers understood from the discussion that the target teachers did not seem to use varieties of active learning methods in practice. From the discussion, it was evident that limited active learning methods such as brainstorming, group work, presentations, and question and answer were the most common methods used by almost all the participants.

13.2.   Use of Assessment Techniques

The FGD data collected showed that the HDP training helped them in planning their sessions before class and in assessing their students continuously for formative purposes. According to the discussion made with non HDP trained teachers, they appear to be unaware of formative assessment techniques. All of them reported that they offer quizzes, tests and exams somewhere in the middle or at the end of each unit as part of continuous assessment. They also indicated that group assignment is given which is to be followed by presentations. They make an Endeavor to participate all the members of the group by randomly asking members to present the assignment and including test items from the assignments given. They believed that tests and assignments that won't be part of students' grades will discourage the learners and hence every assessment has to be graded. However, one of the instructors said that he gets students to briefly summarize the previous lesson before he begins a new lesson. Such assessment techniques may take the first five minutes of the session and usually few students participate/involved. It was also understood that many of the participants were not familiar with self, peer and group assessment techniques.

13.3.   Results of the Classroom Observation

Variable	Observation score	Non HDP trained		HDP trained		Chi square	Phi
		N	Per	N	Per		0.0001
Teachers	< 6.3	20	86.96	3	13.04	29.75	
activities	< 6.3	3	13.04	20	86.96		
Total		23	100	23	100		

Table 5.   Chi square results on classroom observation

To examine the practical classroom activities of teachers in managing their classroom, classroom observation was conducted on 42 class sessions managed by HDP trained and non trained teachers. As the above table indicated, for teacher activities, the average score to determine average point was 6.3. The result showed that from 23 observations, 20(86.96 per) of the non HDP teachers found to have below the average score while there was no HDP trained teachers whose score is below the average . In the teacher's activities, only 3(13.04 per) of the non HDP trained teachers were found to perform above average. Similarly, the chi square result also indicated that there is a statistically significant,$x2(1,N=23) =29.750$, $p < .05$, association between the observation results and being HDP trained and non HDP trained teacher.

14. Challenges of Implementing Active Learning Methods and Assessment Techniques

Teachers were asked to list the challenges they face in implementing active learning methods. Both HDP trained and non trained teachers do believe that there appear to be opportunities of utilizing active learning methods in the university. However, in reality, there are also discouraging challenges arising from different sources. They identified several challenges related to students, the nature of courses, teachers themselves, and the university at large; all of which hampering the use of active learning methods in various ways. Teachers strongly mention the following as challenges.

- Large class size (number of students exceeding 50 in a single classroom).

- Shortage of time (some courses have huge contents but small CP).

- Lack of resources (Enough and appropriate reference books, printers, photo-copiers, power supply, flip-charts, and other stationery).

- Students' resistance-students feel that they are doing the task of the teacher.

- Lack of willingness in the part of students in taking responsibilities for their own learning.

- Students' poor academic background problems- since active learning requires students' ability to carry out tasks, students fail to do so because of their poor background knowledge and experience.

- Most importantly, students' lack of interest, passivism and poor background knowledge were found to be the fundamental threats for effective implementation of active learning methods. In many cases, even the well performing learners prefer to be quiet during brainstorming activities and class discussions of which teachers get disappointed.

- Such problems may sometimes be related to the different learning styles of students, but teachers contend that this is an overwhelming challenge far from being traced back to the learning preferences.

- Similarly, learners usually complain about the burden of assignments and shortage of time. It was also reported that some courses like practical courses lend themselves for active learning methods and other theoretical ones are not easily delivered through such methods.

- During the discussion made with non HDP trained teachers, they honestly admitted that they do have limitations on how to implement active learning methods, how to assess their students, how to plan instructions and how to construct tests and exams. Some of the participants added that they were not trained for a teaching profession and hence they lack the knowledge, experience and skill of creating active classroom atmosphere. They said they are teaching based on how they had been taught. To quote the words of one of the participants, he said 'I don't really know what is teaching, how to teach and who is a teacher'. I get frustrated when I start constructing test items.

- The other participant also stressed that he needs to take the HDP training to improve his profession. At the end of the discussion, all the participants openly underscored that they desperately need to take trainings on the areas of their professional limitations.

- Students were asked to discuss the challenges that may make their teachers not to implement ALMs in the classrooms. In the first place, they stated that there is no problem by saying so far there is no problem, there is group discussion, they advice us, and they create us good opportunity to learn. However, after researchers elicited the discussants systemically deep in to the matter, they started to pinpoint the challenges to be attributed towards themselves as students and other fellow classmates and to their teachers. According to the participant students some of the challenges that hinder teachers not to implement active learning methods are:

- Poor concentration of students;

- Students' negative attitude towards 1 to 5 group arrangement (They think as it is a waste of time. Or else, misunderstanding and bad relationship among the groups mainly fresh students may be attributed to this effect).

- Assignments in groups are done by only few or a single student;

- Language barrier to communicate as students come from different language backgrounds; and Shyness and lack of English language proficiency.

- Students perform poorly at the maximum effort of teachers;

- Poor presentation of students (as a result, teachers decrease the number of planned presentation schedules);

- Students' inability to prepare and follow directions for reading assignments; and Students unable to communicate well with their teachers.

- Generally speaking, we came to understand that active learning methods are being implemented by the HDP trained teachers.

15. Discussion

Teachers as Reflective Practitioners: The results of this research indicated that HDP trained teachers had higher mean than the non HDP trained teachers. As it was shown, the mean score of trained teachers was significantly higher than the mean value of the non trained ones. That means most of the HDP trained teachers responded agree and strongly agree to almost all items of the reflective practitioner. This indicates that the training helped these teachers to be more reflective than their untrained colleagues with respect to their professional practices. The result implies that teachers have developed the experience of identifying their limitations and strengths for improving the teaching learning process. It is believed that the reflective educators take actions upon their focused thoughts about the professional practices; they do not continue in a course of action that they have realized is not working effectively. It is also seen that teaching takes place in a social setting that has its own unique characteristics, opportunities and constraints.

The practice of reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching learning practice. Schon (1993) suggested that reflective teaching practice is a continuous process and involves learners thoughtfully considering their own experience in applying knowledge to practice while being taught by professionals [19]. Similarly, during the FGD, instructors also reflected that they were able to evaluate their own professional

practices and their colleagues' practices. Reflective educators like to share their experiences with the understanding that it can benefit others who may be able to learn from their experiences. In other words, it can be inferred that their reflective behavior has been improved compared to their non trained counter parts. In this regard, Rayford (2010) found that teachers who undergo with intensive teaching methodology trainings believed reflection was important and worthwhile. He further pointed out that teachers liked reflecting about their own teaching [17]. Furthermore, as indicated in Dewey (1933), reflective teachers consistently revise their own teaching practice; they identify their strength and limitations and ponder how those problems are related to their educational and social contexts [12].

In this study, the HDP trained teachers, unlike their non-trained staffs, indicated high practice of getting feedback from their students and colleagues for personal development. In other words, they were found to be open to constructive criticisms from various sources. This process of feedback or input tended to take place in informal settings such as in offices, staff lounge, transport services, etc. It appeared that such informal settings provided a comfort level in which the participants were open to positive and negative feedback. The informal setting seemed to make, them feel less vulnerable, and in turn, more willing to allow for input. This part of the reflective process still can be defined as internal because educators are using their cognitive skills to process information even if the actual information being processed is coming from an external source. The purpose of reflection is to actively engage in the thinking process to gain a deeper understanding of one's actions for future improvements. According to (Ontario Principals Council 2009), teachers develop their instructional practice best when reflection is job-embedded and there is a process in place to assess their practice. Reflection on assessment allows educators to constantly be aware of the impact of their practice on student learning and performance [8].

Reflective educators engage assessment practices that are purposeful, not only in terms of what can be extrapolated about what students know and are able to do, but practices that also serve as a direct link to approaches to teaching, content accessed, and materials used to aid student learning. The link between teaching and assessment becomes clearer as educators use assessment information to plan for change in their professional practice. To summarize, the study depicted that the HDP trained instructors showed far more reflective behaviors than those who were not trained in terms of their professional practices; the first group being more focused and more critical in their thoughts, growth needs, and students' needs. The reflective educator recognizes the inherent differences in his classes (when he has more than one group of students) and does not treat all classes the same by teaching exactly the same lesson.

Active Learning Methods (Practice of active learning methods in the classroom): The data revealed out that though the mean and the t-test results of students' observation on the implementation of active learning methods on HDP trained teachers was not far from that of the mean of non- HDP trained teachers, results of independent sample t-test on the use of active learning methods by teachers confirmed that teachers who got HDP training were found to have higher mean than non-HDP trained teachers. Besides, the t-test result depicts that the difference between the two groups was statistically significant, that is, on the practice of active learning methods, teachers who had access for the HDP training frequently use a range of active leaning methods than those who had not. Furthermore, HDP trained teachers were able to provide students with more frequent and immediate feedback (for example, over students' questions, assignments, project works). They (the HDP trained teachers) were also able to address their students? learning styles, create personal connections to the material which increases students? motivation to learn (which allows students to practice important skills like collaboration through pair and group work, and builds self-confidence through conversations with other students), and create a sense of community in the classroom through increased student-student, and teacher student interactions and the vice versa.

Data obtained from FGD Results of on both HDP trained and non HDP trained teachers also implied a similar understanding in this respect. Which means, the participants who have taken HDP training were able to list more types of active learning techniques they frequently used in their classes with detail explanations, while that of the non trained teachers were able

to list very limited techniques of active learning with general knowledge. That is, in principle, the participants (the non HDP trained teachers) believed that active learning methods are more effective compared to the traditional lecture method in terms of helping students learn better. They agree that active learning methods avoid students' dependence on their teachers; learners can develop the habit of learning by doing and learning from each other. Most participants of the discussion, therefore, claimed that they make an endeavour to use active learning methods with respect to the differing realities of the courses they offer. However, the researchers understood from the discussion that the target teachers did not seem to use verities of these methods in practice.

From the discussion, it was evident that limited active learning methods such as brainstorming, group work, presentations, and question and answer were the most common methods used by almost all the participants. In addition, participants from college of medicine and faculty of veterinary reported that they use laboratory experiment, demonstration and field report in their lessons. Some respondents underlined that even if a certain active learning methods have already been prescribed in the syllabus, it is vital to be flexible according to the existing situations of the classroom and the feelings of the learners. Therefore, from the details, the researchers were able to conclude that the HDP trained teachers practice active learning methods in their classes.The most frequently used methods were group work, pair work and question and answer. As the participants were from different departments, the researchers concluded that the types of Active Learning Methods used were not sufficient; methodologists agree that any lesson, whether it is more of theoretical like history or practical such as language lessons,Mathematics can be delivered through active learning methods. It all depends on the teacher's ability to plan the lesson some time ahead of the class. Thus, it is hardly possible to generalize that all teachers (non HDP trained teachers) use active learning methods.

Thus, the study findings showed that HDP training is enhancing the endeavor of the university to render quality education and make itself align to the expectation of higher education. In this respect, globally, education has shown a paradigm shift from teacher-centered to student-centered way of delivery of education. In other words, students are made to take more responsibilities for their own learning by themselves through the application of ALMS by teachers. Supporting this idea, Barr and Tagg (1995) stated that for well over a decade, the focus of the University classroom has steadily shifted from a teacher-centred approach to a learner-centred approach [4]. This shift calls for a rethinking of the traditional classroom, replacing the standard lecture with a blend of pedagogical approaches that more regularly involve the student in the learning process.

Under a learner-centred approach, the teachers retain ;control of the classroom, but thought is regularly given to:

(a). how well students will learn the material presented, and

(b). the variety of pedagogically sound methods that may be employed to help the students better understand the core information to be learned.

This approach will help EiTEX to attract its students be observed and engaged in their education and finally be competent graduates as intended by the country. There is now strong empirical evidence that active involvement in the learning process is vitally important in two areas:

(a). for the mastery of skills, such as critical thinking and problem solving abilities and

(b). for contributing to the student?s likelihood of persisting to program completion and productive citizens (Braxton [11]).

Teachers Attitude towards ALMS: The fact that both HDP trainee and non HDP trainee teachers have positive attitude towards ALMS is encouraging and in line with the current paradigm of education of the world i.e. student-centred teaching-learning. Among other things, quality education can be ascertained when teachers practice active learning methods in the

teaching learning process. In this regard therefore, the EiTEX is said to be in safest position that its teachers have a kind of attitude. Nevertheless, the fact that non HDP trainee teachers are having positive attitude towards ALMS is attention seeking and worth of moving the discussion a bit further. Simply put, it was found convincing to raise two fundamental questions. These are;

(1). Why the attitude of non HDP trainee teachers towards ALMs is the same as that of HDP trainee teachers?

(2). What is the importance of positive attitude towards ALMS by of non HDP trainee teachers? The preceding questions will be treated separately as follows:

Why the attitude of non HDP trainee teachers towards ALMs is the same as that of HDP trainee teachers?:

Though a number of attributable factors can be mentioned for the question, the following ones were found to be the convincing reasons, these are; every year Eitex gives induction training for new entrant teachers to the institute (among others, continuous assessment and active learning methods are the training components), University teachers are in most cases outstanding students so they knew what good teaching and the characteristics of good teachers, they may learn something from their previous teachers experiences (including the knowledge what ALMS means), they might have previous teaching experiences in primary, secondary and vocational and teacher colleges, the teachers may be informed by their department heads and or deans to follow ALMS in their classes (as a result, they may be asking colleagues or read materials concerning ALMS), there is a culture of sharing of knowledge, skills, attitude and beliefs among University teachers at different places (for example, cafeteria, office works and the like).

Furthermore, nowadays there is 1 to 5 group arrangement of teachers at department level of every school, faculty and colleges where they are endowed with chance of exchanging everything), and in the end, the teaching-learning process in a University as long as it is tertiary education pushes teachers to develop a kind of attitude that non HDP trainee teachers do have towards ALMS.

What is the importance of positive attitude towards ALMS by teachers of non HDP trainees for the teaching-learning process?

With no doubt, the importance is notable; the justifications can be put as follows: First, though non HDP trainee teachers? practice of ALMS is insignificant compared with teachers who took HDP training as found in the study, due to their positive attitude towards ALMS the non HDP trained teachers have at least started to apply ALMS to the best of their ability. This was also evidenced in the focus group discussion with non HDP trained teachers and their students (the teachers mentioned very few ALMS which they apply and so did their students). Second, there is positive attitude so it does not take too much effort for the teachers to have themselves shifted to fully practice ALMS if the University makes things to happen.

Third, the students of the EiTEX will face little challenges in their education that there will be student-centred approach way of teaching and learning that on (by HDP trainee teachers) and off (non HDP trainee teachers) practice of ALMS will be at least in a narrow gap and students will be benefited a lot in their education. Davis (1993) in this regard, said that students respond positively to three elements in most classes: a well-organized course; a teacher who is enthusiastic about the material and about teaching; a teacher who shows he or she cares about the students and their learning [10]. The same data were obtained during the focus group discussion.

Fourth, coupled with meeting other gaps of the teachers, the effort of the University to undertake a learner-centered education through ALMS augments the effort of the University to render quality education and ultimately produce efficient manpower to the region in particular and to the country in general. Fifth, to have full practice of ALMs by all teachers of the University at all levels of departments, schools, faculties and colleges, it sends a message that HDP training should continue in the EiTEX.

15.1. Implementation of Assessment Strategies

Instructors' Knowledge about Assessment: Most HDP trained teachers were found to have enough knowledge about assessment. This confirms that majority of the instructors used variety of assessment techniques throughout their instructions. This, in turn, promotes the students learning. In line with this, Shepard (2008) states that assessment is carried out during the instructional process for the purpose of improving teaching or learning [24]. What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning.

On the contrary, most non HDP trained teachers were found to have quite minimal level of knowledge about assessment. They asserted that they frequently use tests, quizzes, and exams.They knowledge about continuous assessment is limited to continuous tests and quizzes. This influences their assessment strategies. Having in mind that assessment does have an influence on learning, the knowledge EiTEX instructors acquired through the HDP training about assessment led to students retaining their learning. This provides the learners with feedback on their progress by helping them to be more self critical and understand and apply concepts as they arise. Sadler (1998) explains that formative assessment is specifically intended to provide feedback on performance to improve and accelerate learning [18].

Similar result was obtained from the FGD that HDP trained instructors have acquired enough knowledge on assessment where as untrained teachers don?t have sufficient know-how about assessment. This entails us that teachers who have no enough knowledge about assessment wouldn't use appropriate assessment techniques; thus, don't make the right decision on their students' learning.

Instructors' Attitude towards Assessment: The results indicated higher mean implying teachers have a positive outlook towards the use and importance of using assessments despite HDP training. Tangdhanakanond and Wongwanich (2012) also indicated that teachers have positive attitude towards using assessment techniques to improve their students' learning through for example portfolio assessment. This study was also supported by Kitiashvili (2014) indicating teacher positive attitude in using different methods assessment [14] and [21]. Teachers believed that their assessment techniques are fair enough to their students, make differences among students, improve students' performance, help teachers in amending their teaching strategies, and are linked to the objectives set on the courses they are teaching. In contrast, Watt (2005) found negative attitude of teachers towards the use of variety of assessment and are satisfied with the traditional assessment strategies without differences in background of teachers except teaching experiences [23].

In the study, teachers with lower teachers experience had positive attitude to use variety of active learning methods than those with few years of experience. It also enhances students? academic, social, emotional and moral development. Besides, students develop a trust on their teachers.The difference obtained from independent sample t-test regarding the attitude of HDP trained and non HDP trained teachers towards assessment was found to be statistically insignificant. This implies both trained and non trained teachers showed no difference in their attitude towards the use of assessment techniques. On the contrary, the results of FGD with teachers with and without HDP training has significance while they explain their view towards the use of assessment strategies especially regarding use of formative assessments.

Non HDP trained teachers mostly explain the use of assessment in terms of using it to grade their students thinking that assessing their progress without grading may discourage students to work hard. On the other hand, HDP trained teachers explained assessment in terms using it to improve learning involving graded and non graded assessment techniques. As a result, statistically insignificant differences in attitude could be due to the direction towards the implementation of continuous assessment along with feedback provision after assessment.

The enforcement of continuous assessment in the teaching and learning process can provide teachers the opportunity to identify the positive outcome gained in the process to help their teachers which could contribute to the similarity of attitude

towards the use of assessment techniques for learning.

Practice of Assessment among Instructors: As it is vividly presented in the data gathered from all programs of the EiTEX, assessment techniques are being implemented regardless of the HDP training. Although it is believed that teachers who have knowledge on a certain issue practice their knowledge better than those who don't have, in this research there is lack of correspondence between knowledge of assessment and practice. That means there is no any significant difference between HDP trained teachers and non trained ones.

However, the results of the FGD and the observation revealed out that teachers who had HDP training put in to practice the knowledge and skills they acquired about assessment in a much better way than those teachers who didn't receive HDP training. Some of the positive impacts of using a range of assessment methods include students remained active during the entire instruction, they created a link between what they have previously learned with the new lessons to be treated, students took responsibility for their own learning, and they develop critical thinking and problem solving skills. Using a range of assessment techniques shifted the instructors' role from teaching to focusing on assessment for learning and improving students? higher order thinking skills through the process of coaching for learning.

The implementation of a range of assessment methods with appropriate feedback helps both teachers and students involve in the process of assessment for learning. For example, effective feedback helps instructors reflect on what they do well and identify how to make changes to enable them to do things even better. Research conducted on assessment has shown that high quality feedback to learners makes a vital contribution to learning. In relation to this, Pollard (2008) states that assessment for learning provides both teachers and learners with feedback which helps improve learning [6].

Therefore, the techniques of assessment used and the way feedback is given to learners by instructors who had the HDP training at the EiTEX contribute a lot to bring quality of education in the university in particular, and in the country at large.

16. Conclusion and Recommendations

16.1. Conclusion

Teachers who took HDP training were found to be more reflective, both inside and outside their classrooms, in their teaching practice than the non HDP trained ones. HDP trained teachers had better knowledge on ALMs and they were using variety of ALMs compared to the non HDP trained teachers. However, there was no attitudinal difference between the two group regarding ALMs; that was positive. With regard to assessment, HDP trained teachers had better knowledge and practice a range of assessment techniques than the non HDP trained ones. The major challenges of implementing ALMs and assessment techniques were large class size, classroom setting, lack of resources, students poor background knowledge, students' passivism, and language barriers.

Limitations of the Study: This study generates important findings about the application of HDP in EiTEX. However, the researchers confirm that there are some limitations to the study. Work experience and other similar pedagogical trainings of the respondents which might have affected the result of the study were not considered. In addition, the non response rate and high staff turnover could be considered as another limitation to the study.

16.2. Recommendations

- Based on the findings of the study, the following recommendations were made.

- The EiTEX should continue the HDP training in strengthened manner.

- To make active learning methods (specifically, for kinesthetic learning) and assessment techniques more effective, the EiTEX should maintain a reasonable and manageable class size; not more than 40 students.

- The classroom setting should lend itself for the implementation of a range of active learning methods. Quality Assurance and enhancement Director should arrange refreshment workshops or short term training to encourage teachers to use peer and self assessment techniques

- Ministry of Education should prepare well-organized and quality HDP training materials. HDP leaders should focus more on areas where the graduates have gaps.

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