An Exploration of Classroom Implementation Awareness, Attitude and Skills of Instructors Trained in Continuous Professional Development Program (CPDP)

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Abstract: The purpose of this study was to examine classroom implementation awareness, attitude and skills of instructors trained in continuous professional development program in the teaching and learning process at Wolkite University, Ethiopia. In the course of answering these questions, mixed research design was employed. To this effect questionnaire, focus-group discussion and classroom observation were utilized as instrument of data collection. Comprehensive sampling was used to include 69 CPDP trained on duty instructors who have successfully completed the training in the second semester of 2018. The obtained data were analyzed quantitatively and qualitatively. Quantitatively the data were analyzed by employing statistical tools such as frequency, percentage, mean and standard deviation. The instructors were *fairly effective* to engage in continuous evaluation of what they do, their average overall reflective practice (3.966, st.d.0.47714). On the other hand, the average response (3.925, st.d. 0.645) on active learning methods (ALMs) shows that the respondents are aware of some usual ALMs and have positive attitude towards ALMs, but their implementation is limited to some common types of ALMs. ALMs which are *never* used by the majority of instructors include jigsaw group, cross-over group, case study and simulation. CPDP trained instructors are aware of assessment techniques and believe in the pedagogical importance they have to learning and teaching with average response (4.1, st.d. 0.442). However, they believe that the implementation of continuous assessment and provision of feedback is time taking in a large classroom. In short, even though CPDP trained instructors believe in the significances of active learning, and they are aware of how to employ some of the common ALMs and assessment techniques, they are effective in using only some common ALMs and they are forced to dominantly use lecture method in course delivery due to large class size, resources and time limitations. CPDP graduates seem to lack to fully implement the pedagogical and social competencies they got; they lack to be flexible due to the aforementioned challenges and prescribed and rigid curriculum CPDP graduates are expected to follow. Thus, The university should arrange follow–up workshops to CPDP graduates throughout their careers to remind them of CPDP methods, take the initiative to help instructors improve their practices through reflective learning and make reflective practice a culture through continuous peer classroom observation, has to organize classrooms that suit implementation of ALMs at ease and should assign competent and well experienced CPDP trainers.

Index Terms: Assessment, Active learning methods, Continuous Professional Development (CPDP), Reflective practice & Higher Diploma Program (HDP)

I. INTRODUCTION

Education significantly affects the development of a country in terms of the economic growth, employment opportunity and the stability and fairness in politics. It is powerful tool to change people's lives for the better and it affects positively the economic development of a country on long term. It is even more important to make a technological change and create new methods of production that transform the economy. This means knowledge of intensive industries, agriculture, and services will determine the success of the country's development. In general, if there is a more educated society, they may come with higher rates of innovation, higher overall productivity through firms' ability to introduce new and better production methods, and faster introduction of new technology. Therefore, education, in general, and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations (Teshome, 2003).

The provision of education and utilization of its output is unthinkable without adequate teacher education and well organized teacher continuous professional development opportunities. In 1994, the Ethiopian education and training policy was issued and a pledged four educational goals: quality, access, relevance and equity (Federal Democratic Republic Government of Ethiopia, 1994, p. 2)

Higher Diploma Program has been introduced by Ministry of Education (MoE) to higher education institutions to maintain the quality of education. The aim of the HDP is to improve the quality of education in Ethiopia through a licensing program that will develop the skills and professionalism of teacher educators**.** The HDP includes four modules which are focused on reflective educator, time management, active learning methods, continuous assessment, and school/organizational placement and action research.

Formerly, The Higher Diploma Program was run by the MoE with the collaboration of VSO. Currently, all teacher education colleges and government universities are having staffs who are deliberated with coordination and training of lecturers and academic stuffs. Starting from its inception, HDP is mandatory for all faculty teaching staff, and so is attendance though their attendance and successful completion could be associated with several factors. According to the training manual, the course must be attended for four hours each week for a year. Attendance must be completed with a successful completion of the modules. In fact, over the years, the program was updated continually to address government policies and strategies such as the ESDP IV and the Growth and Transformation plan 2010/11-2014/15(GTP).

Wolkite University started offering HDP training since its establishment (2012). The university has trained about 240 candidates in four consecutive batches. It is also hoped that the program will continue until all academic staffs of the University get certified. As a result, the University found it important to conduct a study on the implementation of the program by HDP graduates in the teaching and learning process as compared to the non HDP trained ones.

1.1. Statement of the Problem

In line with the MoE expectation Wolkite University has offered training to its academic staffs since its establishment through which about 140 instructors are graduated. The main objective of the program is improving the instructional practice of staffs which, in turn, leads to the provision of quality educations to the students. To this end, the university's Education Quality Assurance and Enhancement Office, the Higher Diploma Leaders and the Higher Diploma Candidates are investing a lot of their time, effort and resources for the overall success of the program. Hence, assessing the outcomes of this program 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.

The delivery of the HDP program is believed to be highly relevant to all academic staffs of the University for Many Reasons. Firstly, it is part of the instructors' continuous professional development endeavors. Secondly, it provides instructors all the necessary skills that will help them to conduct their lessons in their real classrooms successfully thereby they will be an expert in the field of teaching. These include such skills as planning their lessons before starting their daily lessons, evaluating themselves before and after class sessions, implementing active learning strategies and methods in the teaching learning process, implementing continuous assessment to facilitate learning, exhibiting various role model behaviors, and getting involved in action research and team work. More importantly, the program is supposed to bring about a paradigm shift from the traditional teacher-centered teaching approach to learner centered one where students will be active and independent learners. All these practices are important inputs in order to secure of education in higher education institutions.

However, the practical implementation of the principles HDP graduates have acquired from the HDP training have not yet been studied in Wolkite University. Therefore, this study tried to assess the implementation of the

competencies acquired by HDP graduates in their classroom instruction. To this end, this study focused on analyzing the extent to which on duty graduates of HDP are applying the training skills in their classroom instruction.

1.2. Objectives

The general objective of this study was to assess HDP graduates' implementation competencies acquired from the training by comparing the responses of HDP trained instructors with their students and line managers. The specific objectives of the study were to:

- Identify the level of the reflective practice of HDP trained instructors.
- Assess the knowledge, attitude and skills of using active learning methods of HDP trained instructors.
- Assess the knowledge, belief and practice of using assessment techniques of HDP trained instructors.
- Identify the major challenges that hinder HDP graduate in the implementation of active learning methods and assessment techniques.

II. REVIEW OF RELATED LITERATURE

2.1. Learning as Reflection

Reflection as an aspect of learning enhances professional and personal development and helps teacher educators and all teachers to be more effective. Dewey (1933) as cited in *Ministry of Education Higher Diploma Handbook* (2011) describes teaching as a complex activity, requiring professional decisions in situations where there are no 'right' answers. At one extreme, there are teachers who only follow set routines, based on tradition, habit, institutional norms and expectations. They tend to be rigid and unresponsive, although they may be reasonably *effective* in covering the syllabus and preparing students for examinations. Dewey (1933) referred to such action as 'routine action' as distinct from 'reflective action' when *reflective* teachers engage in continuous evaluation of what they do; this enables them to be flexible, analytical, and socially aware.

In the HDP you are experiencing yourself as a learner and through reflection on your own practice you will be encouraged to guard against being 'stuck' in your traditional ways of doing things. Pollard et al (2008, pp14/15) identify 'seven key characteristics of reflective practice:

1. Reflective teaching implies an active concern with aim and consequences, as well as means and technical efficiency.
2. Reflective teaching is applied in a cyclical or a spiral process, in which teachers monitor, evaluate and revise their own practice continuously.
3. Reflective teaching requires competence in methods of evidence based classroom enquiry, to support the progressive development of higher standards of teaching.
4. Reflective teaching requires attitudes of open mindedness, responsibility and wholeheartedness.
5. Reflective teaching is based on teacher judgement, informed by evidence-based enquiry and insights from other research.
6. Reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.
7. Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning.

2.2. What is active learning?

According to Polland (2008), active learning can be defined as any teaching/instructional approach whereby all students are fully and meaningfully engaged in the learning process.

Active learning therefore requires a student-centred approach with a shift in emphasis from passive to active learning; a change in behavior underpinned by a change in thinking and encouraging students to take responsibility for their own learning. The intention of active learning methods is to develop higher order levels of knowledge, such as comprehension, application, critical thinking, analytical skills and evaluation. Pollard (2008, p288) maintains that "active learning is linked to further factors such as motivation, stimulus and concentration"

Melese, Tadesse and Asefa (2009) show that there was some evidence of the use of learner centred methods in upper primary schools in the Jimma area of Ethiopia although not to the extent that they would have wished.

An example of the positive effects of active learning can be found in Akinoglu and Tandogan (2007) study on science teaching to compare the effects of problem based active learning and traditional lecturing on grade 7 students. The findings show that using problem based active learning had a positive effect on students' academic achievement and a positive attitude to the science course.

However, there are some misconceptions about active learning. With this regards Livingstone (2001) lists some common misconceptions about active learning in that it:

- is simply group discussion and activities
- is simply physical activity, it is about engaging the students' brains
- is simply fashion without any research to back it up
- does not fit the cultural context of Ethiopian schools

Lecture style should be completely abandoned, that is, it is a common misconception that direct teaching has to be fully abandoned. That is not so. What has to be left completely out of students' experience is BAD direct teaching. BAD learner-centered teaching should also be abandoned.

2.3. Challenges to using active learning methods in Ethiopia

Challenges to using active learning methods in Ethiopia are indicated as large classes, shortage of resources and facilities, course/Module content too large, student resistance, teacher resistance, teacher's workload, lack of management support and lack of planning, preparation and time management.

Similarly the challenges in large classes/groups are even worse. These include: teacher unaware of students and their names – psychological gap between teacher/student. Also it is difficult to accommodate all learning styles in large classes. On the other hand, the teacher is expected to be aware of differentiation. The other challenge is the difficulty of managing continuous assessment. A further challenge is maintaining student discipline and concentration.

Some strategies to help overcome the challenges to using active learning methods are suggested. To begin with the teacher should be very systematic and organized. To do this he/she can prepare detailed session plans with group activities. Establishing ground rules for students using some students to help is an important strategy. Also, where possible arrange seating in the rooms so that students must sit in groups. Ask groups to elect a secretary and time keeper; change these roles for different activities. Move around the room in order to change the dynamics and build a relationship with all students. Other strategies include:

2.4. Concept of Assessment

According to Getachew, A. etal (2018) Assessment is the process of collecting, interpreting, and recording information about the students' and the teacher's achievements. It suggests changes or improvements that should be made in the teaching learning process. Teachers need to use a range of assessment techniques that are appropriate to the learning activities of the students in order to fulfill the primary aim of assessment, which is to support learning.

Formative assessment:

The purpose of formative assessment should be to provide regular feedback to students in order to stimulate learning and to provide students with information which will enable them to judge the effectiveness of their learning strategies and to make progress. Formative assessment should also alert teachers to any aspects of the course or approaches to teaching where students are having difficulties

Summative assessment:

The main purpose of summative assessment is to make a judgment regarding each student's level of achievement for any given assignment. The results of this type of assessment are generally expressed as marks, percentages, grades, or qualifications. Summative assessment may be defined as a measure of a student's performance or level of achievement at the end of a unit of study.

Assessment Methods

The instructor/team of instructors shall ensure that the assessment methods developed for use for a module/course are closely related to the intended learning outcomes of the specific module/course.

In planning for student assessment, the instructor/team of instructors shall ensure the balance between formative assessment and summative assessment. Whereas instructors are primarily responsible for ensuring the balance, departments shall make sure that the balance is maintained for each module/course.

The instructor/team of instructors for each module shall ensure the use of a combination of assessment methods in evaluating student learning which usually involve but are not restricted to written examination, tests, quizzes, teacher observation, project work, seminar, group/individual assignment, class work, home work, oral presentation, term paper, class participation, discussion, debates, performing practical tasks and student portfolio, and workplace observations

III. METHODOLOGY

3.1. Research Design

A descriptive survey research design was employed. Survey design was chosen since it is useful to assess whether the higher diploma program graduates at Wolkite implement the training they acquired or not. This method was selected because of its usefulness in elucidating the existing situation or phenomenon based on samples that represent a population (Creswell, 2003). A concurrent mixed approach was used to collect and analyze the data.

3.2. Population of the study

The population of this study is on duty staffs of Wolkite University who have successfully completed HDP training in the second semester of 2018. Furthermore, college deans, department heads and college quality assurance coordinators were the target of this study.

3.3. Sample size and sampling technique

All HDP trained teachers were involved to fill the questionnaire. Comprehensive sampling technique was employed.

3.4. Data Collection Instruments

Questionnaire and Focused Group Discussion were used to collect data. Here is the detailed description of the instruments:

3.4.1. Questionnaire

Self–administered questionnaire prepare by Abdisa. (2016) was adopted and used to assess teachers' practice of reflective activity, active learning methods and use of assessment techniques. The aim of the questionnaire was to elicit data that would help to answer the research questions and to achieve the objectives of the study. Similar to the above researchers, separate questionnaire was used for teachers.

3.4.2. Classroom Observation

When observation is combined with other data collecting tools, it allows for an interpretation of the situation which is being studied**.** Six teachers out of the total sample were selected on voluntary basis. The six teachers sections were observed four times. A check list was constructed by the researcher in order to specify the active learning methods and assessment methods the teachers employ, and see if there were challenges in implementing active learning methods. The checklist contained five points with two columns of 'Yes' or 'No' answers. At the end of the observation, the 'Yes' or 'No' categories were changed into five-point scales namely: Ineffective (0), less effective (1), fairly effective (2), effective (3), and very effective (4) The researcher objectively analyzed observed ALMs, assessment techniques and reflective practices. The co-observer and the researcher together saw the lessons and put a tick mark on the checklist when they observed ALMs, techniques and practices. Each session was scheduled for 50 minutes. The observation was conducted for 36 periods all together; the six teachers were observed six times each. Totally, the classes were observed for 30 hours.

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3.4.2. Focus Group Discussion (FGD)

Focus group discussion was used as a second method to collect and triangulate data. Although there seem to be inconsistency among scholars on the optimum size of participants in an FGD, the size preferred by Groves et al (2004) is 6-12. General guidelines of discussion were prepared based on the content of the questionnaire that tried to address the various aspects of the research issue. In line with this, the researcher organized seven groups in which one FGD for each college teacher.

3.5. 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. The qualitative data were analyzed on thematic basis considering the research questions.

IV. FINDINGS

4.1. Findings of Questionnaire

4.1.1. Description of the Respondents

In this study a total of 69 instructors from six colleges were included. Out of the total instructors 27(39.7%), 14(20.6%), 15(21.7%) of them are from CNCS, CSSH, Engineering respectively and the remaining 18% of the respondents are from BECO, CCI, and College of Agriculture.

Table 1: Summary of the participants

Variable	Category	Count (%)
College	CNCS	27 (39.7%)
	CSSH	14 (20.6%)
	BECO	2 (1.9%)
	Informatics	4 (5.8%)
	Engineering	15 (21.7%)
	Agriculture	6(8.7%)
Sex	Female	2 (3.03%)
	Male	64 (96.97%)

Almost all of the respondents (96.7%) are male and the remaining 3.035 of them are females.

4.2. 2. Reflective Practice of HDP Trained Instructors

The result in table 2 below shows the level of HDP trained instructors' reflective practices in Wolkite University. Almost all of the respondents (65 of them, 94.2%) look forward from students, colleagues to improve their teaching. The respondents showed readiness to listen and learn from students and colleagues; reflective teachers are open-minded.

Similarly, 95.7% of the respondents analyze their own lessons regularly to see what worked and what did not. With regards to time management, most of the respondents reported that they manage time in planning ahead of lessons. This shows that the respondents employ monitoring as reflective behavior.

Furthermore, 92.8 % of the participants agreed that they assess their way of communicating feedback with students.

The findings above support Polland's (2008) assertion that reflective teaching is applied in a cyclical or a spiral process, in which teachers monitor, evaluate and revise their own practice continuously.

According to Dewey (1933) reflective teachers are distinct from teachers with 'rigid and unresponsive behaviour' who focus on routine action, based on tradition, habit, institutional norms and expectations. Reflective teachers engage in continuous evaluation of what they do; this enables them to be flexible, analytical, and socially aware. As can be seen from the data HDP trained instructors analyze their lesson's effectiveness. Similarly they assess their way of communicating feedback with students.

Table 2: Summary of Reflective Practices

No	Items	SDA	DA	UD	A	SA
1	Look forward from students, colleagues to improve my teaching	1(1.4%)	0(0%)	3(4.3%)	31(44.9%)	34(49.3%)
2	Analyze my own lessons regularly to see what worked and what did not	0(0%)	0(0%)	3(4.3%)	34(49.3%)	32(46.4%)
3	Manage my time properly by planning ahead of lessons	1(1.4%)	2(2.9%)	0(0%)	32(46.4%)	34(49.3%)
4	Assess my way of communicating feedback with students	1(1.4%)	0(0%)	4(5.8%)	32(46.4%)	32(46.4%)
5	Engage in research activities that expand knowledge base related to my field of study	3(4.3%)	2(2.9%)	5(7.2%)	45(65.2%)	14(20.3%)
6	Participate in scholarly seminars/workshops to help myself and staff update knowledge and skill	3(4.3%)	2(2.9%)	11(15.9%)	32(46.4%)	21(30.4%)
7	Participate in designing/developing course materials/modules	5(7.2%)	3(4.3%)	8(11.6%)	30(43.5%)	23(33.3%)
8	Understand cultural diversities in my classrooms	3(4.3%)	3(4.3%)	5(7.2%)	20(29%)	38(55.1%)
9	I can say that my classroom is socially inclusive	3(4.3%)	1(1.4%)	9(13%)	30(43.5%)	26(37.7%)
10	Encourage students to participate in lessons planning and assessment	2(2.9%)	8(11.6%)	12(17.4%)	23(33.3%)	24(34.8%)
11	Believe it helpful to collaborate with colleagues in planning and teaching a course	0(0%)	1(1.4%)	7(10.1%)	31(44.9%)	30(43.5%)
12	Prefer to do research with colleagues to doing it on my own	1(1.4%)	5(7.2%)	10(14.5%)	29(42.0%)	24(34.8%)
13	Believe that my non-academic personal qualities have no impact to my practice of teaching	18(26.1%)	11(16.9%)	9(13.0%)	17(24.6%)	14(20.3%)
14	I Believe I should be held accountable for the failure of my students	4(5.8%)	10(14.5%)	10(14.5%	26(37.7%)	19(27.5%)
15	Believe that my personal qualities do not influence my students performance	16(23.2%)	17(24.6%)	6(8.7%)	17(24.6%)	13(18.8%)

The other item of this section was designed to identify whether the instructors in focus involve themselves in research activities that expand knowledge base related to their field of study. 20.3% and 65.2% of the respondents reported *agree* and *stronglyagree* respectively to this item. Reflective teachers are required to undertake inquiries that improve classroom practices and knowledge of their field. Likewise, in another item that was devised whether the participants involve in scholarly seminars/workshops to help themselves and staffs update knowledge and skill 30.4% *stronglyagreed* and 46.4% *agreed* respectively. This shows that reflective teaching requires continuous change and improvement.

The respondents' preferences to do research with colleagues to doing it on their own indicate their professional collaboration as reflective behavior. Regarding this practice, 76.8% (42% agree and 34.8% strongly agree) agreed that they prefer to do research with colleagues to doing it on their own. In the same fashion, 78.4% of them agreed that they believe that it is helpful to collaborate with colleagues in planning and teaching a course. This result supports Polland's (2008) idea that reflective teaching requires professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.

On the other hand, the informants understand there are cultural diversities in their classrooms and manage the classroom to be socially inclusive. This indicates that the respondents training helped to be reflective and socially aware.

A further finding on the level of reflective practice of the respondents is their sense of responsibility to students' failure. Pollard et al (2008) assert that reflective teaching requires attitudes of responsibility. Concerning this, 65.2 % of teacher respondents believe that they should be held accountable for the failure of their students.

On the other hand, about 42.02% of the instructors believed that their non-academic personal qualities have impact to their practice of teaching but 30.43% of them disagree with this idea while 13% of them could not decide. About 43.5% of them believed that their personal qualities do not influence students' performance while 47.8% of them

believed that their personal qualities affect students' academic performance. From items 13 and 15 it could be said that there are some instructors who believe that their personal or non academic qualities do not affect teaching-learning and students' performance.

The average score 3.966 out of five for reflective practice of HDP trained instructors showed that they practice reflective teaching with standard deviation of 0.47714. HDP trained instructors reflective practice relates to their monitoring and evaluation of their own practice continuously in participating in seminars and workshops, engage in research activities that expand knowledge related to their field of study, analyze their lessons regularly to see what worked and what did not, manage time, listen to collogues and students and accommodate social inclusiveness in the classroom. It could be said that there are some instructors who believe that their personal or non academic qualities do not affect teaching-learning and students' performance. However, HDP trained instructors' practices to encourage students to participate in lessons planning and assessment and to believe that their personal or non academic qualities do not affect teaching-learning and students' performance are still premature.

Their reflective practices are reflections of their professional and social competence.

4.2. 3.HDP Trained Instructors' Knowledge of ALMs

The second part of the questionnaire was devised to assess instructor respondents' knowledge of the different active learning methods. About 76.8% of the instructors *always* practice question. No HDP trained instructor reported about not using question and answer. It is the dominant active learning method employed by HDP trained instructors.

The second most frequently used active learning method employed by the instructors is cooperative learning. 47.8% of the respondents *always* employ cooperative learning method, and 44.9 % of them use this method *sometimes*.

The other active learning method by HDP trained instructors is discussion. With regards this, 44.93% of the participants reported *always* and 52.17% of them *sometimes* about using discussion as active learning method.

As to brainstorming 39.1% and 58% of the respondents employ it *always* and *sometimes* respectively and while 2.9% of the instructors *never* used brainstorming questions.

As can be seen in the table below, it seems that HDP trained instructors lack knowledge of implementing role-play, simulation, case study and debate. From the total respondents, 29%, 24.6%, 24.64% and 21.7% of the participants *never* used role-play, simulation, case study and debate respectively.

Table 3: Practice of Different Active Learning Methods

No	Items	Never Always	Sometimes	Always
1	Question and answer	0 (0%)	16(23.2%)	53(76.8%)
2	Brainstorming	2 (2.9%)	40(58%)	27(39.1%)
3	Group work/pair work	1(1.4%)	47(68.1%)	21(30.4%)
4	Role-play	20(29%)	41(59.4%)	8(11.6%)
5	Demonstration	6(8.7%)	51(73.9%)	12(17.4%)
6	Project work	4(5.8%)	54(78.3%)	11(15.9%)
7	Simulation	17(24.6%)	47(68.1%)	5(7.2%)
8	Problem solving	3(4.3%)	37(53.6%)	29(42%)
9	Debates	15(21.7%)	44(63.8%)	10(14.5%)
10	Cooperative learning	5(7.2%)	31(44.9%)	33(47.8%)
11	Presentation	5(7.2%)	47(68.1%)	17(24.6%)
12	Jigsaw group project	26(29%)	41(59.4%)	2(11.6%)
13	Balloon game	37 (53.62%)	26 (37.68%)	6 (8.69%)
14	Report writing/storytelling/writing	9(13%)	44(63.8%)	16(23.2%)
15	Cross over group	31 (44.9%)	33 (47.8%)	5 (7.2%)
16	Buzz group	20 (28.98)	46 (66.66%)	3(4.34%)
17	Decision line	16 (23.18%)	41(59.42%)	11(15.94%)

About 78% of the respondents *sometimes* give project work for their student while 15.9% of them *always* give project. About 68% and 24.6% of instructors give presentation *sometimes* and *always* respectively.

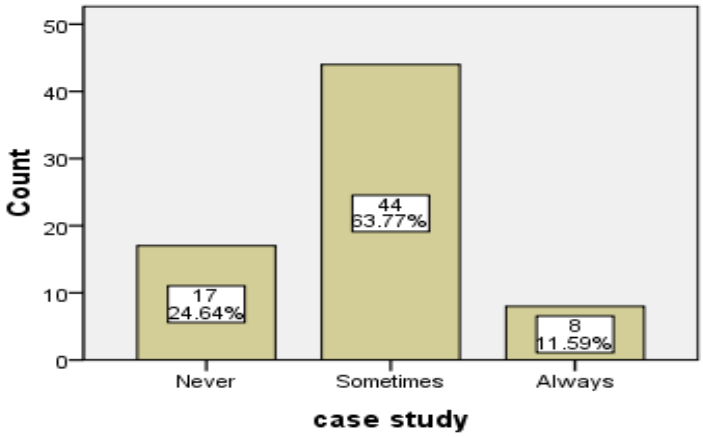


Figure 1: summary of case study

According to figure 1, about 25% of instructors never give case study for students but nearly 12% of them always give case study. But more than half (63.77%) of them sometimes give case study.

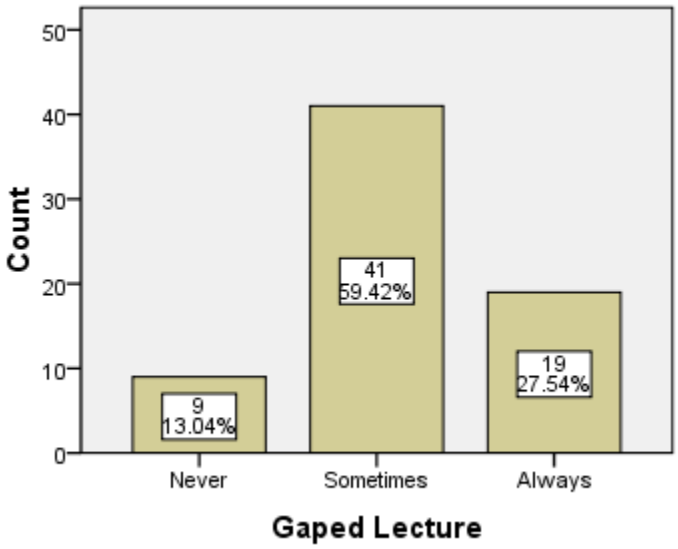
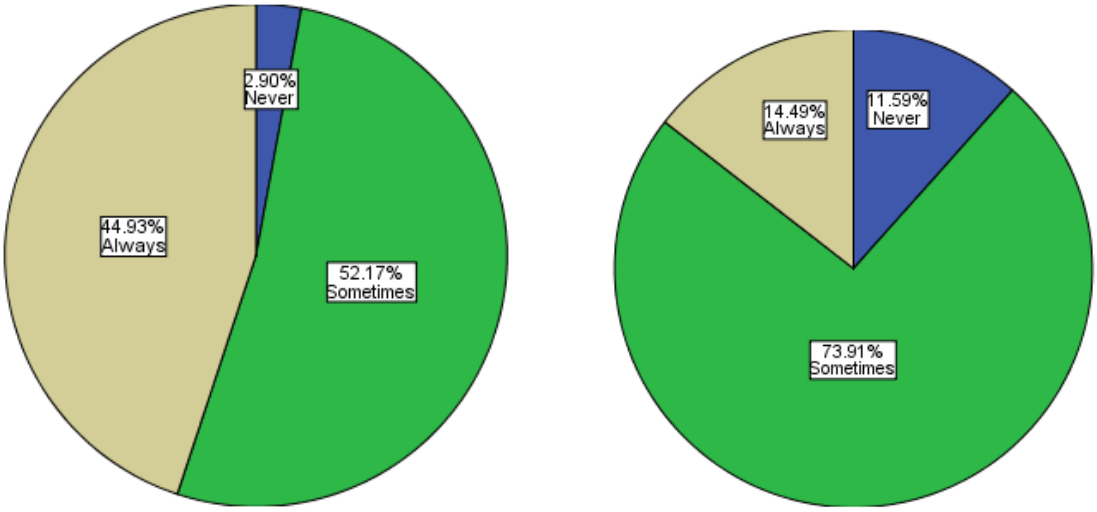


Figure 2; Gaped Lecture

Nearly half (45%) and 15% of the respondents always give discussion and peer teaching respectively. About 74% of them sometimes practice peer teaching.
Next to question and answer, brainstorming and discussion methods, group work, problem-solving and project work are employed by the majority of the participants.
Overall while 10.48% of the participants *never* implement active learning methods, 89.68 of them employ active learning methods in the teaching-learning *sometimes* (60.47%) and *always* (29.21%) respectively. The majority of the respondents *never* employ Jigsaw group project, Cross over group, Buzz group and Decision line ALMs.



A. Discussion **B. Peer teaching**

Figure 3: Summary of Discussion (A) and Peer Teaching (B) Active learning methods

4.2.4. Active Learning Methods Managing Skills

In the questionnaire some items were devised to identify the skills HDP trained instructors employ in managing active learning methods in teaching learning. About 84% of the respondents always write important notes on the board for students but 1.4% of them never write short note on the board in managing active learning methods. Half of the instructors (50.7%) *always* use demonstration method where as 46.4% of them use this skill *sometimes* to help students in learning with active learning methods.

Table 4: Summary of Managing Active Learning Managing Techniques

No	Managing Techniques	Never	Sometimes	Always
1	I write important notes on the board	1(1.4%)	10(14.5%)	58(84.1%)
2	I use demonstration method to help students	2(2.9%)	32(46.4%))	35(50.7%)
3	I give students classroom tasks that make them stand up and move around the classroom.	7(10.1%)	39(56.5%)	23(33.3%)
4	I establish ground rules with my students	3(4.3%)	34(49.3%)	32(46.4%)
5	I allocate some part of the course/module for students to cover in their own time	9(13.0%)	41(59.4%)	19(27.5%)

While 56.5% of the instructors *sometimes* give students classroom tasks that make them stand up and move around the classroom 33.3% of them always do this. The establishment of ground rules with students is the other rule instructors are expected to do in dealing with active learning. The majority (49.3%) and 46.4% of them use this skill sometimes and always in managing active learning methods.

About 60% and 27.5% of instructors allocate some part of the course/module for students to cover in their own time sometimes and always respectively. This indicates that instructors encourage independent learning.

In contexts where there is large class size, limited time and broad content to cover, student resistance of active learning methods instructors should plan and use some skills that help implement active learning methods.

In summary, 93.6 % of HDP trained instructors employ (*sometimes* and *always)* some techniques for managing ALMs such as demonstration methods, writing important notes on the board, establishing ground rules with the students, allocating some part of module course for students to cover in their own time (86.9%).

4.2.5. Attitude of Instructors on using active learning methods

The following table (Table 5) summarizes instructors' attitude of using active learning methods during their instructions. Almost all of the instructors (42.6% agree and 55.9% strongly agree) agree that active learning enhances students' level of understanding and involves them in problem solving. Nearly 99% of instructors believed that active learning creates the opportunities to share experiences and encourages friendship among students.

Table 5: Summary of Attitude of Instructors on Active Learning Methods

No	Items	SDA	DA	UD	A	SA
1	Active learning enhances students' level of understanding and involves them in problem solving	1(1.5%)	0	0	29(42.6%)	38(55.9%)
2	Active learning creates the opportunities to share experiences and encourages friendship among students.	0	1(1.5%)	0	27(39.7%)	40(58.8%)
3	Active learning can help to address the learners with different learning styles	1(1.5%)	0	1(1.5%)	27(39.7%)	39(57.4%)
4	Active learning enhances self-confidence and independent learning of students	1(1.5%)	0	4(5.9%)	25(36.2%)	38(55.1%)
5	Active learning decreases workload of teachers and students	7(10.3%)	14(20.6%)	9(13.2%)	23(33.3%)	15(22.1%)
6	Using active learning techniques causes shortage of time to cover contents.	6(8.8%)	14(20.6%)	8(11.8%)	16(23.5%)	24(34.8%)
7	Pre-class preparation or devising active learning techniques takes much more time than the traditional method.	7(10.3%)	14(20.6%)	8(11.8%)	23(33.8%)	16(23.5%)
8	The large class size (being large number of students in a class) prevents you to implement active learning.	6(8.8%)	11(15.9%)	4(5.8%)	18(26.5%)	29(42.6%)
9	Active learning causes difficulties in managing the class	10(14.7%)	14(20.6%)	6(8.8%)	20(29.4%)	18(26.5%)
10	Group works may invite the dependency of some students to others.	4(5.9%)	7(10.3%)	9(13.2%)	28(41.2%)	20(29.4%)

About 33.3% of instructors *agreed* that active learning decreases workload of teachers and students and 22.1% of them *strongly agreed* with this. This indicates that active learning demands planning and this requires the instructor to exert effort.

On the other hand, the majority (26.5% agreed and 42.6% strongly agreed) of instructors agreed that large class is a challenge to implementing active learning methods. Similarly, the majority (29.4% agreed and 26.5% strongly agreed) of instructors believed that active learning causes difficulties in managing the class. Large class size is a challenge to employ active learning method.

The other challenge to the implementation of active learning methods is it causes shortage of time to cover contents. As can be seen in the table above table while about 57% of instructors agreed active learning methods causes shortage of time, 29 % of it does not cause time shortage. We can see that time is another challenge for implementing active learning methods.

About 61% of instructors believed that group works may invite the dependency of some students to others while 16.2% of them believed it does not invite dependency of students.

In general in items 1-4, 60.1% of the respondents in average agreed that there are challenges and limitations of implementing ALMs related to shortage of time to cover contents and pre-class preparation of ALMs, large class size and difficulties in managing the class, 30.6 % of them disagreed about the challenges and limitations.

Items 5-10 state the challenges and limitations of ALMs. While 93.6 % of HDP trained instructors employ (*sometimes* and *always)* some techniques for managing ALMs and minimizing the limitations of using ALMs such as demonstration methods, writing

important notes on the board, establishing ground rules with the students and allocating some part of module course for students to cover in their own time (86.9%). Instructors' use of these techniques for managing ALMs indicates that they believe in and are aware of the learning importance of ALMs. It seems an attempt by the instructors to minimize the limitations and challenges of ALMs.

4.2.6. Assessment

In order to examine HDP trained instructors' knowledge of assessment techniques in teaching learning, they are expected to decide on whether the items in table 6 below describe assessment technique or not. About 23.5% of instructors said that they set an assignment after a session taught and give a written feedback to every student based on the course plan, but 23.5% of them replied No to this item. The practice of giving feedback is poor which seems to be that teachers run short of time to give feedback in large class size.

While 73.5% of them believed that after presenting an explanation to the students, asking "Is it clear?"but you do not give them time to answer.

Table 6: Description of Assessment Technique

N	Items	Yes	No
1	You set an assignment after a session taught and give a written feedback to every students based on the course plan	52(76.5%)	16(23.5%)
2	At intervals throughout` your teaching, you ask the students questions	61(89.7%)	7(10.3%)
3	You direct the students to copy your notes from the board, completing some sentences and filling in gaps, but you do not intend the work to be checked	24(35.3%)	44(64.7%)
4	You set a brief assignment and students submit their work to you.	63(92.3%)	5(7.4%)
5	After presenting an explanation to the students, you ask" Is it clear?"but you do not give them time to answer	8(26.5%)	50(73.5%)
6	To start a new session, you create a mind map with the whole group of what they have previously learnt to find out what they already know about the new topic havepreviouslylearnttofindoutwhattheyalreadyknowaboutthenewtopic	62(91.2%)	6(8.8%)

Almost all (91.2%) of the instructors create a mind map with the whole group of what they have previously learnt to find out what they already know. About 92% of them set a brief assignment and students submit their work accordingly.

Generally, in table 6 above, while 87.42% of HDP trained instructors said *Yes* to items that describe technique of assessment and 12.58 % replied *No* to these items. On the other hand, while 69.1% of the respondents said *No* to items that do not describe assessment technique, 30.9% of them replied *Yes*.

In average 87.% of HDP trained instructors have knowledge of and implement techniques of assessing students learning progress such as setting assignment and giving written feedback after a session, asking students questions at intervals throughout the session, connect the previous with the present contents by creating mind maps.

4.2.7. Belief, Knowledge and Practice of Assessment

About 85% of the respondents believed that the primary objective of my assessment is to support learning while 12% of them said the contrary. About 98% of them said that Instructors should use assessment processes that are appropriate to the learning activities which students are engaged in. 42.3% of them do not use self-assessment in their teaching frequently while 47.7% of them use self-assessment frequently. It seems that there is gap in encouraging students to self-assess. Nearly 80% instructors said that their present assessment methods are effective in improving students' performance.

Table 7: Belief, Knowledge and Practice of Assessment

No	Items	SDA	DA	UD	A	SA
1	The primary objective of my assessment is to support learning	2(3%)	6(9%)	2(3%)	23(34.3%)	34(50.7%)
2	Students should be fully involved in assessment process so that they understand how to improve and become in dependent learners.	2(3%)	2(3%)	2(3%)	35(52.2%)	26(38.8%)
3	Assessment should help to motivate students and enhance their self-esteem.	1(1.5%)	0(0%)	5(7.5%)	29(43.3%)	32(47.8%)
4	Instructors should use assessment processes that are appropriate to the learning activities which students are engaged in.	1(1.5%)	0(0%)	1(1.5%)	32(47.8%)	33(49.3%)
5	Assessment aims to help students to recognize the standards they are aiming for.	1(1.5%)	1(1.5%)	3(4.5%)	33(46.3%)	29(43.3%)
7	I am satisfied with the present assessment methods I am using.	5(7.5%)	6(9%)	10(14.9%)	30(44.8%)	16(23.9%)
8	I think the assessment methods I am using are *fair* to the students.	3(4.5%)	5(7.5%)	4(6%)	38(56.7%)	17(25.4%)
9	My assessment really makes difference to my students in passing or failing the course.	3(4.5%)	3(4.5)	5(7.5%)	39(58.2%)	17(25.4%)
10	I do not use self-assessment in my teaching frequently.	8(11.9(%)	24(35.8%	6(9%)	23(34.3%)	6(9%)
11	My present assessment methods are effective in improving students' performance.	1(1.5%)	7(10.4%)	6(9%)	39(58.2%)	14(20.9%)
12	In communicating feedback, I always try to apply the 'sandwich' model in order not to demoralize the students.	2(3%)	6(9%)	16(23.9%)	36(53.7%)	7(10.4%)
13	Assessment is a part of my daily lesson	1(1.5%)	7(10.4%)	7(10.4%)	37(55.2%)	15(22.4%)
14	I always conduct my assessment as per the lesson plan.	5(7.5%)	4(6%)	3(4.5%)	35(52.2%)	20(29.9%)
15	Assessment enables the instructor to adjust his/her teaching strategies	2(3%)	3(4.5%)	2(3%)	36(53.7%)	24(35.8%)
16	I regularly give students oral/written feedback after quizzes ,tests and assignments.	2(3%)	2(3%)	4(6%)	39(58.2%)	20(29%)
17	My assessment adequately evaluates academic performance relevant to the desired objectives.	1(1.5%)	1(1.5%)	5(7.5%)	39(58.2%)	21(31.3%)
18	The only way of assessing students is using tests and exams	22(32.8%)	22(32.8%)	3(4.5%)	13(19.4%)	7(10.4%)
19	Assessment should take place at every stage of the learning	0(0%)	1(1.5%)	3(4.5%)	37(55.2%)	26(38.8%)

About 64% of instructors always try to apply the 'sandwich' model in order not to demoralize the student in communicating feedback while 12% of them did not apply. 88% of the respondents regularly give students oral/written feedback after quizzes, tests and assignments. This result is not consistent with the practice I know and it is different from what I observe. Students are often heard of not receiving feedback; instructors just return question papers or announce results, which is not feedback.

Only 30% of instructors believed that the only way of assessing students is using tests and exams. Almost all of them (94%) stated that assessment should take place at every stage of the learning process.

The majority of instructors believe and are aware that assessment supports learning, helps to motivate students and enhance their self-esteem, helps students to recognize the standards they are aiming for, helps understand how to improve and become independent learning, is a part of their daily lesson, enables the instructor to adjust his/her teaching strategies, should take place at every stage of

the learning process and they are aware that tests and exams are not the only ways for assessing students. (65.6% disagree and 29.8% agree).
Overall the participants' average score on belief, knowledge and practice of assessment is 4.1 out of five which shows HDP trained instructors' agreement and positive view to belief, knowledge and practice of assessment and characteristics of assessment with standard deviation 0.44235 and 0.05404 standard error.
The following table revealed that average score out of five. The average score for reflective practice is 3.9662 with standard deviation of 0.47714 while the average score for attitude on using active learning methods is 3.9250 with 0.64539 standard deviations.

Table 8: final summary

Item	Average score	Standard deviation	Standard error
Reflective	3.9662	0.47714	0.05744
Attitude on using active learning methods	3.93	0.64539	0.07827
Belief, knowledge and practice of assessment	4.1	0.44235	0.05404

The average point and standard deviation of belief, knowledge and practice of assessment is found to be 3.9262 and 0.44235 respectively.

4.3. Findings from Focus Group Discussion
The researcher organized seven FGD groups in which one FGD for each college teacher. The participants were 6-12 HDP trained instructors. FGDs were organized to triangulate the results of the questionnaire.
1**.** Are you benefitted from being trained of HDP? If yes, how?
2. What does reflective learning mean?
3. How do you assess your students learning?
4. What is active learning?
5. What active learning methods do you use in the teaching learning?
6. Does active learning have any limitations or challenges of?

Teacher-1*: Since I am from applied science background, or I have not taken pedagogical courses, taking HDP helped me a lot. Assessment techniques I learned helped me to know my students background, progress and achievement. I also got skills in preparing quality test. To identify performance level of students, high achievers to low, and approach, adapt my method based on their interest and level.*
Teacher-2: *Helped me in managing student behavior since I learned how to treat and handle students with different psychological, social and economic background. Besides during the training session I expose myself with instructors of different discipline and experience…which helps me develop self-confidence. Before HDP training I focused on lecture method in which I simply wrote note on the board and depend myself on lecture method. Now as a result of HDP training I give time for my students to discuss and for presentation. I give students some tasks to do at home. It helped me to favor student centered method*.
Teacher 3: *I can see from my students face whether they understand or not, that means I use observation. I also use question and answer for clarity. Formally I assess based following test preparation techniques. I relate test items with course and unit objectives; try to include items for measuring the three domains: cognitive, affective and psychomotor. If I were not trained for HDP, I would not be able to differentiate between these*.

From the responses of the above teachers, we can see that they have awareness of assessment principles and how they are used. They indicated that assessments are used to know students background, progress of learning and achievement. Besides, HDP training introduced them with student centered teaching method which gives students time and think. Teacher 4 for example uses discussion and presentation methods as student centered methods. This is consistent with questionnaire findings in which majority of respondents use presentation and discussion as active learning methods.
Some instructor said they forgot what reflective practice is. Majority of the instructors described it as to evaluate one's own practice. However, not all of the participants described what aspect of their practice they evaluate. This is consistent with the finding of the questionnaire for which average score for reflective practice is 3.9662.
Concerning active learning, almost all of the instructors replied that active learning refers to involving all learners in the learning process meaningfully. An enormous number of ALMS were mentioned as having been successfully used to greater or lesser degrees. ALMs reported usually used by the participants include question and answer, brainstorming, gaped lecture, demonstration, pair and group work. For example, one instructor said he uses demonstration in lab. Another instructor said, 'I use gapped lecture in which I

present for some minutes and then I give the chance for students to present.' This result supports the questionnaires finding in which 89.68% of HDP trained instructors use ALMs mentioned above.

With regards the reasons for using ALMs one of the participants said, ' it helps students to participate.' He stated that in the case of lecture the teacher is owner but when the instructor employs ALMs students will have a share. This enables them to be aware that learning is the responsibility of the student not the teacher. Another instructor indicated that they get confidence to learn independently, get experience from their peer. Above all the use of active learning methods will help them to think and analyze instead of simply listening to lectures. Learning is the responsibility of the student, and the teacher needs to provide students with opportunity for practicing different active learning methods.

Still another said, "It eases tension among learners. As they are actively engaged in group and individual work, students feel comfortable and relaxed. They also gained confidence in the instructor with recognition of my effort to make learning easy and comfortable." "HDP brings confidence on how to deliver lesson and choose appropriate methods to use."

Concerning the challenges of active learning there are limitations for its deterrence. One of the challenges is they are time consuming. Some courses are block which are expected to complete within two or three weeks, so I am forced to use lecture to cover the course with limited short time. Also the class is large in some cases there is no space for me to move in that makes implementation of active learning methods like group work difficult. Sometimes students resist. A teacher remarked that his failure as an HDP graduate is because he has been unable to use all ALMS and all assessment methods because of number of students in the class, the nature of the subject, the time given to complete the course. He said, "I gave my students tasks to be done in the class through active learning but only a few completed them properly."

The impact of the HDP was noted in the following respects: planning lessons, use of different assessment methods, handling large classes, making students active, opening the minds of the learners, lesson planning and evaluation and time management. They felt that the methods they learnt during the HDP help them to get continuous feedback about students' progress as well as to know how to make their students active learners who are not just passively memorizing everything the teacher tells them. They express the view that they are better able to plan their lesson and choose teaching methods appropriate to the topic they are teaching. Would the HDP graduates have known about all ALMs they mentioned if they hadn't taken the HDP course? Even if they do not employ them frequently, they have added to their range of options when they teach and all seem to be aware of the need for students to participate actively.

4.4. Classroom Observation Results

In order to find out grade twelve teachers actual classroom practices in promoting learner autonomy, a semi-structured observation was conducted using a checklist that consisted of five items with four sub points each. The teachers' activities were observed and rated with categories of 'Yes' or 'No' which were changed into five-point scales namely: Ineffective (0), less effective (1), fairly effective (2), effective (3), and very effective (4)

Table 10 Teachers' Actual Classroom ALMs, Assessment Techniques and Practices

S. n	Items	Scales										Average
		4		3		2		1		0		
		F	%	F	%	F	%	F	%	F	%	
	Reflective Practices											40.3
1	The instructor has prepared lesson plan (well organized delivery)					10	**27.8**					
2	Manage time properly by planning ahead of lessons			18	**50**							
3	Encourage learners to plan and assess their learning					6	16.7					
4	Freely accepts comments and suggestions from students					5	13.9					
5	Respect cultural diversities					7	19.4					
6	The teacher encourages self-assessment							4	11.1			
	Active Learning Methods (ALMs)											**54.6**
7	The teacher's use of active learning managing Techniques			23	63.9							
8	Uses active learning methods appropriate to the lesson			19	52.7							
9	Varies active learning methods to address students learning styles and preferences			17	47.2							
	Assessment Techniques											73.6.3
10	At interval the instructor asks questions	32	88.9									
11	To start a new section, the teacher creates a mind map with the whole group of what they have previously learnt	25	69.4									
12	The instructor sets a brief assignment and students submit their work	28	**77.8**									
13	The teacher sets a brief assignment and students submit use	21	**58.3**									
	Total	-										

Keys: 4-very effective, 3- effective, 2-fairly effective, 1-less effective, 0-ineffective

The classroom observation result shows that the majority of the teachers' overall reflective practices are fairly- effective-2. This result is slightly inconsistent with the questionnaire's finding in which the average score of the instructors on reflective practices is 3.966. This must be due to respondents over ratting of their reflective practices on the self reported survey questionnaire. Among reflective practices observed, only time management is found to be effective. This shows that the instructor prepares what to be done in the classroom. However, the teacher's encouragement of learner self-assessment is less effective (1). This is inconsistent with questionnaire finding in which the majority of the participants said they encourage self-assessment.

Similarly, the HDP trained instructors' active learning methods based on classroom observation result are 3- effective (3). The findings of the class observation are consistent with that of questionnaire in that the instructors were observed frequently to write rules and demonstrate how to implement active learning methods for students. This is again consistent with the result of the questionnaire.

On the other hand, HDP trained instructors implemented the assessment techniques very effectively-4. They tell students objectives at the introductory part of the lesson and then sets questions, give assignment or give class works to do. At the end of their lesson, they ask students questions or give tasks for measuring understanding. At intervals, they were asking questions for monitoring students

learning. However, in the focus group discussion the participants underscored the difficulty of implementing continuous assessment due to practical challenges of large class size.

Summary of Findings

The purpose of this study was to examine HDP trained instructors implementation competencies in the teaching and learning process. The specific objectives of this study were:

- Identify the level of the reflective practice of HDP trained instructors.
- Assess the knowledge, attitude and skills of using active learning methods of HDP trained instructors.
- Assess the knowledge, belief and practice of using assessment techniques of HDP trained instructors.
- Identify the major challenges that hinder HDP graduate in the implementation of active learning methods and assessment techniques

In the course of answering these questions, mixed research design was employed. To this effect questionnaire, focus-group discussion and classroom observation were utilized as instrument during data collection.

Comprehensive sampling was used to include 69 HDP trained on duty instructors of Wolkite University who have successfully completed HDP training in the second semester of 2018. The obtained data were analyzed quantitatively and qualitatively. Quantitatively the data were analyzed by employing statistical tools such as frequency, percentage, mean and standard deviation.

The classroom observation result shows that the majority of HDP trained instructors' overall reflective practices are fairly- effective-2. This result is slightly inconsistent with the questionnaire's finding in which the average score of the instructors on reflective practices is 3.966. This must be due to respondents over ratting of their reflective practices on the self reported survey questionnaire. Among reflective practices observed, only time management is found to be effective-3. Besides, the researcher did not see documented lesson or session plans, which indicates that they are less effective in monitoring their lesson. In the questionnaire the majority (93.7%) of them agreed that they manage time properly by planning ahead of lessons. By 'planning' it is obvious that the instructors meant reading the 'what to teach' before class. Time management for the instructors seemed to mean completion of delivering the content of the lesson, and that is why the majority of respondents agreed that they manage time.

The teacher's encouragement of learner self-assessment is less effective (1). This is inconsistent with questionnaire finding in which the majority of the participants said they encourage self-assessment in planning and assessing their learning (68.1%). Furthermore, in the questionnaire the instructors reported that they listen to and readily receive comments from students and colleagues to improve their teaching (94.2%). However, this also is an exaggerated self reported data. In the FGD college deans and quality assurance coordinators underscored that almost every teachers were resisting university wide scheduled peer class observation for identifying strong and weaknesses of instructors.

The average score for knowledge, attitude and skill on the implementation of active learning methods is 3.9250 with 0.64539 standard deviations of their responses.

While the majority 89.68% (60.47% sometimes and 29.21% always) of HDP trained instructors use ALMs, 10.48% % of the instructors *never* implement ALMs. Commonly used ALMs are question and answer, brainstorming, discussion, pair and group works and project work. Active learning methods which are *never* used by the majority of instructors include jigsaw group, cross-over group, case study, debate and simulation.

The majority (85.23%) of HDP trained instructors at Wolkite University have positive attitude and are aware of the pedagogical importance of ALMs in that they enhance students' level of understanding and involve them in problem solving, create the opportunities to share experiences and encourage friendship among students, help to address the learners with different learning styles and enhances self-confidence and independent learning of students. Only 8.85.43 % of them do not believe in the importance of ALMs.

While 60.1% of the respondents in average agreed that there are challenges and limitations of implementing ALMs related to shortage of time to cover contents and pre-class preparation of ALMs, large class size and difficulties in managing the class, 30.6 % of them disagreed about the challenges and limitations. .

However, 93.6 % of HDP trained instructors employ (*sometimes* and *always)* some techniques for managing ALMs and minimizing the limitations of using ALMs such as demonstration methods, writing important notes on the board, establishing ground rules with the students and allocating some part of module course for students to cover in their own time (86.9%). Instructors' use of these techniques for managing ALMs indicates that they believe in and are aware of the learning importance of ALMs. It is an attempt by the instructors to minimize the limitations and challenges of ALMs. Similarly, the HDP trained instructors' active learning methods based on classroom observation result are 3- effective (3). However, their effectiveness is limited to some common ALMs. The findings of the class observation are consistent with that of questionnaire in that the instructors were observed frequently to write rules and demonstrate how to implement active learning methods for students. This is again consistent with the result of the questionnaire.

On the other hand, the average point and standard deviation of belief, knowledge and practice of assessment is found to be 4.1 and 0.44235 respectively. In other words, 87.% of HDP trained instructors in average have knowledge of and implementation techniques of assessing students learning progress such as setting assignment and giving written feedback after a session, asking students questions at intervals throughout the session, connect the previous with the present contents by creating mind maps.

HDP trained instructors' use of assessment techniques and practices supports their belief and knowledge of assessment. The majority of instructors believe and are aware that assessment supports learning, helps to motivate students and enhance their self-esteem, helps

students to recognize the standards they are aiming for, helps understand how to improve and become independent learning is a part of their daily lesson, enables the instructor to adjust his/her teaching strategies, should take place at every stage of the learning process and they are aware that tests and exams are not the only ways for assessing students. (65.6% disagree and 29.8% agree).

5. Conclusions

Based on the findings and discussions made in this study, the following conclusions were made.

The study on HDP trained instructors at Wolkite University during the second semester of 2018 indicated that the instructors tend to be rigid and unresponsive to become effective in covering the syllabus and preparing students for examinations. In other words; they were *fairly effective* in reflective practice to engage in continuous evaluation of what they do which enables them to be flexible, analytical, and socially aware. With regards to active learning methods, HDP trained instructors at Wolkite University have positive attitude towards ALMs in general and are aware of the pedagogical importance of ALMs to develop higher order levels. However, their implementation is limited to some common types of ALMs. They have little or no knowledge of some ALMs such as jigsaw group, cross-over group, simulation, etc. Although the majority of instructors agreed that there are challenges and limitations of implementing ALMs related to shortage of time to cover contents and pre-class preparation of ALMs, large class size and difficulties to manage the class, they employ some techniques for managing ALMs and minimizing the limitations. Instructors' use of these techniques for managing ALMs indicates that they believe in and are aware of the learning importance of ALMs. It is an attempt by the instructors to minimize the limitations and challenges of ALMs. The fact that some of the HDP instructors *never* implement ALMs indicate that they tend to focus on lecture dominated teaching method, and they fail to encourage independent learning and learner responsibility.

Generally, HDP trained instructors are aware of assessment techniques and believe in the pedagogical importance they have to learning and teaching. However, they believe that the implementation of continuous assessment or formative evaluation is time taking since the classes are of large size. Provision of feedback on continuous assessment of large class is also time consuming.

In short, even though HDP trained instructors believe in the significances of active learning, and are they aware of how to employ some of the common ALMs and assessment techniques, they are effective in using only some common ALMs, and they are forced to dominantly use lecture method in course delivery due to large class size, resources and other time limitations and lack of some students readiness to learn independently. HDP graduates seem to lack to fully implement the pedagogical and social competencies they got as; they lack to be flexible,due to the aforementioned challenges and prescribed and rigid curriculum HDP graduates are expected to follow.

6. Recommendations

On the basis of the findings and the conclusions drawn out of them, the following recommendations were made.

In the first place HDP graduates need follow –up workshops throughout their careers to remind them of HDP methods. Similarly, colleges and quality assurance office should take the initiative to help instructors improve their practices through reflective learning and make reflective practice a culture through continuous peer classroom observation. Besides the University has to organize classrooms and chairs that flexibly move so that ALMs could be implemented at ease. Finally, competent and well experienced trainers should be assigned to the university's HDP training centre that must also be furnished with pedagogical resources.

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