

Invigorating Quality through Professional Development Programs in Ethiopian Higher Education Institutions: Implications for Curriculum Enactment at Haramaya University

By

Yilfashewa Seyoum

Faculty of Education and Behavioral Sciences, Haramaya University &
PhD Student, College of Education, Addis Ababa University, Ethiopia

Abstract

The purpose of this study was to assess the views of staff members and staff training initiators on how the current staff trainings were conducted and contributed to quality training/ education at Haramaya University. In the process of this study, evidences were collected from academic staff members, center coordinators and professional development training facilitators. Data collecting instruments were questionnaires, interviews, and document studies including the day-to-day observation of colleagues and personal experiences. The findings of the given study assure that academic staff members have positive perceptions and have favorable attitudes toward professional development training offered by staff development centers. However, professional development coordinators and staff members felt that more effort has to be exerted to strengthen the staff training center in the future. Members of staff development centers and coordinators believe that the development of apposite professional development schemes that would assist the staff training program need to be carefully designed in coordination with concerned bodies.

Key words: Professional Development, Perceptions, Attitudes, Quality